

An examination of contemporary works for wind band and chamber ensemble: *Cajun Folk Songs*
by Frank Ticheli, *Elegy* by Travis Cross, and *Symphony for Brass and Percussion* by Alfred
Reed

by

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A REPORT

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MASTER OF MUSIC

School of Music, Theatre, and Dance
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Approved by:

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Dr. Frank Tracz

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Abstract

The following report provides a comprehensive analysis of two works for wind band and one chamber work for brass and percussion: *Cajun Folk Songs* by Frank Ticheli, *Elegy* by Travis Cross, and *Symphony for Brass and Percussion* by Alfred Reed. This analysis provides information necessary for the rehearsal preparation and performance for a conductor. This analysis provides biographical information about the composers, details of each composition, and a historical perspective of the works themselves. Detailed are the technical difficulties, stylistic concerns, musical elements, and form and structure of each composition. Included in this document are a music education mission statement and perspective on quality literature selection. Suggested listening, seating charts, acoustical justifications, and rehearsal plans are provided. The contents of this analysis will inform conductors as they prepare the musical and educational decisions used in rehearsal and the performance of these works.

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Chapter 1 - Introduction and Report Information

Introduction and Statement of Purpose

The purpose of this report is to present a documentation of the requirements of the Master of Music degree with an emphasis in Wind Conducting at Kansas State University. This report documents the process of preparing and performing three selected works for performance on Kansas State University Wind Ensemble, Wind Symphony, and Concert Band performances: *Cajun Folk Songs* by Frank Ticheli, *Elegy* by Travis Cross, and *Symphony for Brass and Percussion* by Alfred Reed. This report also contains the accumulation of knowledge gained through the Master of Music program over two years, in which it strives to develop better conductors, educators, researchers, and administrators. The opportunity to experience this gained knowledge and apply it at varied levels of collegiate performance is priceless and has proved invaluable.

This report contains six chapters, a bibliography, and four appendices. After the first chapter, the author's music education mission statement and views on quality literature are given. In the following chapters, comprehensive analysis of the three selected works for wind band are provided. The contents of this report will allow conductors to make more informed and knowledgeable musical and educational decisions in their rehearsal and performance of these works. The bibliography provides documentation and evidence of scholarly writing using the APA, 7th Edition, style of writing. The appendices provide detailed comprehensive analyses of the three selected works in a Microsoft Excel format.

Performance Information

Three separate performances, by the Kansas State University Wind Ensemble, Wind Symphony, and Concert Band, were given in the performance of the three selected works of this report. The first concert took place on Tuesday, November 28, 2023, at 7:30 PM in McCain Auditorium at Kansas State University. As part of this report, the Kansas State University Concert Band performed *Cajun Folk Songs* by Frank Ticheli. The Kansas State University Wind Symphony also performed on this concert, but not as a part of this report. The second concert took place on Sunday, April 21, 2024, at 7:30 PM in McCain Auditorium at Kansas State University. As part of this report, the Kansas State University Wind Symphony performed *Elegy* by Travis Cross. The Kansas State University Wind Ensemble also performed on this concert, but not as a part of this report. The third concert took place on Wednesday, November 20, 2024, at 7:30 PM in McCain Auditorium at Kansas State University. As a part of this report, the Kansas State University Wind Ensemble performed *Symphony for Brass and Percussion* by Alfred Reed. Personnel for the Kansas State University Wind Ensemble, Wind Symphony, and Concert Band are provided in the programs at the conclusion of this chapter.

Music Examined

The music examined as a part of this report includes *Cajun Folk Songs* by Frank Ticheli (Manhattan Beach Music, 1991), *Elegy* by Travis Cross (Theodore Music, 2009), and *Symphony for Brass and Percussion* by Alfred Reed (Alfred Publishing Company, 1967).

Format of Analysis

There are two main formats used in this report. This first form of analysis used is based on the template used in the *Teaching Music Through Performance in Band* series edited by Richard Miles (Miles & Blocher, 2010). The nine units utilized in the Miles format of analysis are demonstrated in analysis of this report, along with two additional units. The first three units provide biographical information about the composer, detailed information about the composition, and a historical contextualization of the piece itself. The next four units delve into technical considerations, stylistic considerations, musical elements, and form and structure of the work. The last two units from the Miles format include suggested listening related to the work and/or composer, and a bibliography. The two added units in this report are seating charts and rehearsal plans with the authors justifications provided.

The second format used in this report is a method of score analysis created by Dr. Frank Tracz. This comprehensive analysis tool is formatted in Microsoft Excel and details the following: form, phrase structure, tempo, dynamics, meter and rhythm, tonality, harmonic motion, orchestration, general character, means for expression, conducting concerns, and rehearsal considerations for each work or each individual movement of a multi-movement work examined in this report. As of August 2024, Dr. Tracz added an imagery section. This included only in the final work examined in this report, performed and analyzed after this date. This method of score analysis is intended to guide conductors in laying out the piece to be viewed in a macro and micro setting simultaneously. This method of analysis also allows for interpretation by the conductor and a guide for rehearsal and conducting considerations. These graphs can be found in appendices A through C.

Concert Program

KANSAS STATE
UNIVERSITY BAND

Kansas State University

Wind Symphony & Concert Band

Dr Alex Wimmer, Conductor
Dr. Zack Deininger, Conductor
Rich Ebersole, Graduate Assistant
Ben Rajewski, Graduate Assistant



November 28, 2023
7:30 PM
McCain Auditorium

Concert Band
Dr. Zack Deininger, Conductor

<i>Tempus Motus</i> (2019).....	Steven Pyter (b. 1982)
<i>Cajun Folk Songs</i> (1990).....	Frank Ticheli (b. 1958)
	Conducted by Ben Rajewski
<i>Our Cast Aways</i> (2018).....	Julie Giroux (b. 1961)
<i>Emperata Overture</i> (1964/1992).....	Claude T. Smith (1932-1987)

Wind Symphony
Dr. Alex Wimmer, Conductor

<i>Sea Songs</i> (1924)	Ralph Vaughan Williams (1872-1958)
	Conducted by Rich Ebersole
<i>Hands of Mercy</i> (2000)	Julie Giroux (b. 1961)
<i>Prelude, Siciliano and Rondo</i> (1979).....	Malcom Arnold (1921-2006)
	arr. John Paynter (1928-1996)
<i>Midway March</i> (1976/2010).....	John Williams (b. 1932)
	trans. Paul Lavender

Concert Band Program Notes

Tempus Motus (2019)..... Steven Pyter (b. 1982)

Mahatma Gandhi famously said, “the future depends on what you do today.” *Tempus Motus* was written to express the hope, determination, and energy that can spark change. In Latin, “Tempus” means time and “Motus” means motion. Meaningful change often takes time to accomplish, sometimes generations. This energetic and inspiring band work celebrates the change brought on by positive human effort.

Program note from the composer – Steven Pyter

Cajun Folk Songs (1990).....Frank Ticheli (b. 1958)

Cajuns are descendants of the Acadians, a group of early French colonists who began settling in Acadia (now Nova Scotia) around 1604. In 1755 they were driven out by the British, eventually resettling in south Louisiana. Today there are nearly a million French-speaking descendants of the Acadians living in Louisiana and parts of Texas, preserving many of the customs, traditions, stories, and songs of their ancestors.

La Belle et le Capitaine and *Belle* can both be heard in their original versions on the Lomax recordings (*Swallow LP-8003-2*, Swallow Records Co., Ville Platte, Louisiana). *La Belle et le Capitaine* tells the story of a young girl who feigns death to avoid being seduced by a captain. Its Dorian melody is remarkably free, shifting back and forth between duple and triple meters. In this arrangement the melody is stated three times. The third time an original countermelody is added in flutes, oboe, clarinet, and trumpet.

Belle is about a man who goes away to Texas only to receive word of his sweetheart's illness, forcing him to return to Louisiana. Finding her unconscious upon his return, he pawns his horse to try to save her, to no avail. The folk melody is sometimes varied rhythmically, texturally, and coloristically, and an original melody is added for variety.

Cajun Folk Songs is composed as a tribute to the people of the old Cajun folk song culture with hopes that their contributions will not be forgotten. The work is dedicated to the Murchison Middle School Band, Austin, Texas, Cheryl Floyd, director, who commissioned the work and gave its premiere on May 22, 1990.

Program note from the composer – Frank Ticheli

Our Cast Aways (2018)Julie Giroux (b. 1961)

6.5 million companion animals enter animal shelters every year and 2.4 million of these adoptable animals are put down. These numbers do not include the thousands who suffer in silence. Thanks to thousands of caring people, these numbers are steadily decreasing, but we still have a long way to go.

This work is dedicated to all those who work hard in the fight to end puppy mills, to rescue suffering pets and to provide care and medical attention to all those rescued. It is dedicated to those companions who get rescued and for those whose rescue never comes.

We are all shepherds. Every living creature is in our care. Hopefully mankind will someday uphold its responsibility and become caretaker of all living things on earth. Maybe someday all humans will be humane, and mankind will be kind.

Program note from the composer – Julie Giroux

Concert Band Program Notes

Emperata Overture (1964/1992).....Claude T. Smith (1932 – 1987)

A classic of the wind band literature, published in 1964, *Emperata Overture* presented the first asymmetrical time measure to the American educational band scene. The concert band's literature was introduced to the trademark 7/8 measure, which we all recognize now as a Smith signature. This composition also includes one of his few full band fugatos. Excellent percussion writing and a combination of all themes come together in a very exciting conclusion. Originally titled *Overture for Winds and Percussion*, the word "Emperata" was created using "emperor" as the original word. The title change was made by the publishing company (Wingert-Jones) in an effort to place the piece towards the beginning of the publishing catalog as it was feared band directors would already have their music selections made if the piece began with a letter farther along in the alphabet.

Program note by David Holsinger and Joyce Pinnell Martin

Wind Symphony Program Notes

Sea Songs (1924)Ralph Vaughan Williams (1872 –1958)

British composer Ralph Vaughan Williams was encouraged from an early age to study music and learned the piano, violin, and viola while also expressing an early interest in composing. In 1897 he studied composition with Max Bruch in Berlin and in 1908 with Maurice Ravel in Paris. National pride led him to take an interest in the folk songs of England, and along with composers such as Gustav Holst and Percy Grainger, Vaughan Williams began transcribing English folk songs that he later used as the basis for many of his compositions. He was one of the foremost activists in the movement to collect this folk music, focusing on Norfolk, Sussex, and Essex where he collected more than 800 tunes. *Sea Songs* was composed in 1924, just one year after his popular *English Folk Song Suite* (1924), the first work he composed for band and in which he incorporated nine folk songs. In *Sea Songs* Vaughan Williams created a simpler, one-movement work in a march style. He incorporated three songs into this work: "Princess Royal," "Admiral Benbow," and "Portsmouth." The work was composed for the Royal Military School of Music at Kneller Hall.

Ralph Vaughan Williams was born in Down, Ampney, England in 1872, and died in London in 1958. He was widely acknowledged as one of Britain's leading composers after the death of Sir Edward Elgar in 1934, and he was a leader of the twentieth-century English national school. From 1938 until his death, his time was devoted to composition, church music, music for amateur use, and folk song research and publication. His main contributions include nine symphonies, several orchestral works, including *Variations on a Theme by Thomas Tallis*, solo works such as his tuba concerto, choral works, operas, and several works for band, including *Sea Songs*, *Toccata Marziale*, *Flourish for Wind Band*, and *Rhosymedre*. His *Symphony No. 8* contains *Scherzo alla Marcia*, a movement composed entirely for winds and often performed as an individual work by wind ensembles.

Program note by – Lieutenant Colonel Jason Fetting

Hands of Mercy (2000) Julie Giroux (b. 1961)

Grace Victoria Giroux was my niece. She developed a fatal birth defect one month before she was to be born. So debilitating was the defect, the doctors assured my brother Peter and his wife Cathy, that she would be stillborn and the safest thing for all involved would be to carry to term, have a C-section, a small chapel service and all would be over. I went with them to the hospital, just the three of us. The grandparents and other family on both sides were going to wait until that afternoon for the service.

Unfortunately for all involved, Grace was not stillborn. She was alive and they handed her to my brother right after the C-section and told him to just hold her – it would not be long before she would pass. My brother and I took turns holding her until she died. It was five hours. It felt like an eternity.

We didn't call anybody; we were both in shock. Cathy, her mother, was knocked out because the delivery was life-threatening for her as well. Just me and Peter, my brother, with that precious little baby, who looked just like his other three children when they were born. She was beautiful. It was very hard to believe there was even anything wrong with her. She never opened her eyes, but she smiled. She held our fingers in her tiny little hands.

*It was the longest five hours of my life.
Five hours I would never wish to do again.
Five hours I would not trade for all others.
She was an angel.
Not many can say they have held an angel.*

Julie Ann Giroux was born in Fairhaven, Massachusetts on December 12, 1961. She graduated from Louisiana State University, Baton Rouge LA in 1984. She started playing piano at 3 years of age and began composing at the age of 8 and has been composing ever since. Her first published work for concert band, published by Southern Music Company was composed at the age of 13.

Julie began composing commercially in 1984. She was hired by Oscar winning composer Bill Conti as an orchestrator, her first project with Conti being “North & South” the mini-series. With over 100 film, television and video game credits, Giroux collaborated with dozens of film composers, producers, and celebrities including Samuel Goldwyn, Martin Scorsese, Clint Eastwood, Madonna, Liza Minnelli, Celene Dion, Paula Abdul, Michael Jackson, Paul Newman, Harry Connick Jr. and many others. Projects she has worked on have been nominated for Oscars, Emmys, Grammys and Golden Globe awards. She has won individual Emmy Awards in the field of “Outstanding Individual Achievement in Music Direction”. When She won her first Emmy Award, she was the first woman and the youngest person to ever win that award. She has won it three times.

Giroux has also published a large category of classical works with emphasis on original compositions for Wind Band which are published by Musica Propria and distributed internationally. She is greatly sought after as a composer and recently completing her 5th Symphony “Sun, Rain & Wind” which premiered in June 2018. Her music has been recorded and reviewed internationally receiving top reviews and her music has been performed at major music festivals the world over.

Giroux has been a true force in a male dominated field and has accrued many previously male only awards. She is a member of ASCAP, The Film Musicians Fund, Kappa Kappa Psi, Tau Beta Sigma and a member of the American Bandmasters Association. She is a recipient of the Distinguished Service to Music Medal Award, Emmy Awards and was the first female composer inducted into the American Bandmasters Association in 2009.

Program note by – Julie Giroux

Prelude, Siciliano and Rondo (1979)..... Malcom Arnold (1921–2006)
arr. John Paynter (1928–1996)

Prelude, Siciliano and Rondo (1979) was originally written for the brass bands for which England is well-known. It was titled *Little Suite for Brass*. John Paynter’s arrangement expands it to include woodwinds and additional percussion, but faithfully retains the breezy effervescence of the original composition.

All three movements are written in short, clear five-part song forms: the ABACA design will be instantly apparent to the listener while giving the imaginative melodies of Malcolm Arnold a natural, almost folk-like setting. The “Prelude” begins bombastically in fanfare style, but reaches a middle climax, and winds down to a quiet return of the opening measures that fades to silence. The liltingly expressive “Siciliano” is both slower and more expressive, affording solo instruments and smaller choirs of sound to be heard. It, too, ends quietly. The rollicking five-part “Rondo” provides a romping finale in which the technical brilliance of the modern wind band is set forth in boastful brilliance.

Sir Malcolm Arnold (1921-2006) was a British composer and trumpeter. He took up the trumpet at the age of 12 and 5 years later won a scholarship to the Royal College of Music (RCM). At the RCM he studied composition with Gordon Jacob and the trumpet with Ernest Hall. In 1941, he joined the London Philharmonic Orchestra as second trumpet and became principal trumpet in 1943.

In 1944 he briefly served in the military. After a season as principal trumpet with the BBC Symphony Orchestra, he returned to the London Philharmonic in 1946 where he remained until 1948 to become a full-time composer. He was knighted in 1993 for his service to music. He received honorary doctorates from the University of Exeter (1969), University of Durham (1982), University of Leicester (1984), Miami University of Ohio (1989), University of Winchester (1983), and the University of Northampton (2006).

John P. Paynter (1928-1996) was an American arranger, conductor and clarinetist. Paynter enrolled in the School of Music at Northwestern University in 1946 and earned a bachelor's degree and master's degree in theory and composition in 1950 and 1951, respectively. He served as acting director of bands in 1950-51 while working toward his master's degree. At age 23, he was appointed to the full-time faculty in 1951 and became director of the marching band, assistant director of bands and instructor of theory. Two years later, he succeeded Glenn Bainum as director of bands, becoming the second person to hold this post at Northwestern University. He held this position until his death.

He also served the School of Music as professor of conducting, taught courses in conducting and band arranging, and conducted many University's musical productions, including the famed "Waa-Mu Show." Under Paynter's direction, the

Northwestern "Wildcats" Marching Band, Symphonic Wind Ensemble, Concert and Symphonic Bands have ranked with the finest of the country.

Program note by – Alex Wimmer

Midway March (1976/2010)..... John Williams (b. 1932)
trans. Paul Lavender

The 1976 feature film "Midway" chronicles the incredible Battle of Midway, which was a turning point in the Pacific during World War II. Until this critical stand and victory led by the U.S. Marines, the Imperial Japanese Navy had been undefeated in battle for nearly eight years. The film highlighted the remarkable American strategy and success against all odds with an all-star cast including Charlton Heston, James Coburn, and Henry Fonda, who played the part of legendary Admiral Chester Nimitz.

Several scenes in the film were shot using the USS Lexington, the last Essex-class aircraft carrier from World War II in service at the time of production. The movie also employed a special sound mix called Sensurround. This early technique of enveloping the audience in the sonic action of the movie was used in only four films of the era and required special speakers to be installed in theaters where they were shown.

John Williams provided the dramatic and visceral musical score for the movie. Williams had recently won his first Academy Award for his score to *Jaws* in 1974 and was quickly becoming one of the most sought-after composers in Hollywood at the time of *Midway*'s release. Right after his work on this film, he composed the now-iconic music to the first installment of *Star Wars*.

Paul Lavender is an American composer, music businessman and arranger. Lavender studied music theory and composition at Central Michigan University in Mount Pleasant, where he obtained both his Bachelor of Music, 1973, and Master of Music degrees. At this institute he also taught music theory, sight singing and ear training. During this period, he also started his first arrangements for the Central Michigan University Marching Band, then led by Norman Dietz and Jack Saunders. In 1980 he became an arranger and collaborator at the music publishing house Jenson Publications, and in 1989 he joined the music publishing house Hal Leonard Corporation in the same position. He is currently vice president of instrumental publications. In addition to numerous adaptations of classical music for wind orchestras, he also wrote his own compositions for this orchestral form, as well as chamber music and pedagogical works.

Program note edited by – Alex Wimmer

Kansas State University – Concert Band
FALL 2023
listed in alphabetical order

FLUTE

Paige Cannon (Picc)
Tia Cole
Kait Mock
Salem Ponnuru
*Allison Reid

OBOE

*Sylvia Cunningham

CLARINET

*Angel Amaro
Jackie Cook
Payten Mayfield
Emma Shulda
Shelby Stolzenburg
Havely Wolff

BASS CLARINET

*Nicholas Camburako
Bre Ledbetter

BASSOON

*Simon Kirkeby

ALTO SAX

*Chris Gutierrez
Jarrett Smith
Sebastian Ybarra

TENOR SAX

Ari Castillo

TRUMPET

Katie Bailey
Karson Griffin
*Cameron Sadler
Mark Thompson
Emmett Williams

HORN

*Craig Brinkman
Carter McDonald
Maddie Renner
Karla Salto

TROMBONE

Jake Daley
Jess Hargett
Lucas Schneider
*Malachi Williams

EUPHONIUM

John Haefke
*Chase Keesling
Stazzi Simmons

TUBA

Margaret Benson
Sara Schieferecke

PERCUSSION

Kellen Broeckelmann
*Nathan Koupal
Nathan Rath

***Principal/Section Leader**

Kansas State University - Wind Symphony
FALL 2023
listed in alphabetical order

FLUTE

Josephine Benson
Tabitha Ellwood*
Melissa Fierro (Pic)
Alexander Mueller
Tegan Stratton

CLARINET

Kellen Broeckelmann
Sarah Jane Kelley
Abbigail Rakes
Anna Ridgway
Alexis Sutton*
Alexis White

BASS CLARINET

Caleb Kissoon
Isabelle Mullinax*

OBOE

Alli Gladfelder*

BASSOON

Kiri Baker-Davies*
Andrew Leavitt
Kela Schnelle

ALTO SAX

Cooper Carlson
William Kufahl
Abby Vetter*
Brenden Vining

TENOR SAX

Max Contreras

BARITONE SAX

Chase Burman

TRUMPET

Owen Genreux
Tristan Lewis
Emily Reed
Caden Roark*
Jae Seefeldt
Brett Wycoff

HORN

Tim Buchler
Isabel Grafel
Kendan Powers*
Justin Stratton

TROMBONES

Claire Albright
Zach Elliott*
Shardae Sanders

EUPHONIUM

Sydney Smith*
Michael Thompson
Kaden Williams

TUBA

Olivia Franco
Isaiah Zinkan*

PERCUSSION

Grey Fluke*
Chase Ivey
August Siefkes
Jasper Vallad
Chris Wells
Jessie Whelan
Ryan Woodruff

***Principal/Section Leader**

Concert Band Conductor

DR. ZACK DEININGER is the Assistant Director of Bands at Kansas State University. His duties include directing the Concert Band, Volleyball Band, Cat Band (basketball pep band), and Pub Crawl Band; serving as Assistant Director of the *Pride of Wildcat Land* marching band, including arranging and writing drill for the KSUMB; and instructor of undergraduate courses in conducting and the history of country music. During the summer, Dr. Deininger serves as the Assistant Coordinator of the K-State Summer Music Camp and K-State Leadership and Auxiliary Camp.

Dr. Deininger received a Doctor of Musical Arts Degree in Wind Conducting from the University of South Carolina where he served as a graduate assistant with the Carolina Bands. At the University of South Carolina, he assisted with all aspects of the concert and athletic bands, including arranging and writing drill for the University of South Carolina Marching Band, and assisted with undergraduate conducting courses. Prior to receiving his doctorate, Dr. Deininger served as the Assistant Director of Bands at Green Valley High School in Henderson, Nevada (a suburb of Las Vegas). In this position, he co-directed the 175-member Green Valley Marching and Athletic Bands, directed the Symphonic Band, Concert Band, and Jazz Band III, served as assistant conductor of the Symphonic Winds, and was instructor of the Advanced Placement Music Theory course and Chamber Class. In addition to his duties at Green Valley High School, he also served on the Nevada All State Band Committee and as Chairperson of the Southern Nevada Band Association's High School Honor Jazz Bands.

Receiving a Master's Degree in Music Education from Auburn University in Auburn, Alabama, Dr. Deininger assisted with all aspects of the Auburn Band Program serving as conductor of the Auburn University Campus Band, assistant conductor of the Auburn University Symphonic Winds, instructor of the undergraduate advanced conducting course, and assistant to all aspects of the Athletic Band Program. He holds a Bachelor's Degree in Music Education from Bowling Green State University in Bowling Green, Ohio where he studied horn under Grammy award winner Dr. Andrew Pelletier and served as Drum Major for the Falcon Marching Band for three years under Dr. Carol Hayward.

Dr. Deininger is a staff member of various summer camps throughout the country where he instructs drum majors and student leaders in leadership and conducting. He also serves as a music and marching staff member for the Macy's Great American Marching Band held over Thanksgiving each year in New York City. Dr. Deininger is a member of the College Band Directors National Association, the National Association for Music Education, the Kansas Music Educators Association, the Kansas Bandmasters Association, and the Society of Pi Kappa Lambda. He is an honorary member of Tau Beta Sigma.

Wind Symphony Conductor

DR. ALEX WIMMER is currently serving as the Associate Director of Bands at Kansas State University. His duties include directing the Wind Symphony, Cat Band (basketball pep band), Volleyball Band, Pub Crawl Band, Assistant Marching Band Director for the Pride of Wildcat Land (KSUMB), arranger and drill designer for the KSUMB, and instructor of undergraduate and graduate courses in conducting, arranging, and marching band techniques. He also serves as the faculty sponsor for Kappa Kappa Psi and Tau Beta Sigma. During the summer he coordinates the K-State Summer Music Camp and K-State Leadership and Auxiliary Camp, and serves as one of the Assistant Directors of the Manhattan Municipal Band. Prior to his appointment at Kansas State University, Dr. Wimmer was a Graduate Teaching Assistant for the Kansas State University Bands. He assisted with all concert and athletic ensembles, undergraduate conducting courses, and Percussion Ensembles. His research interests include undergraduates conducting with expressivity and qualitative research.

Originally from Gretna, Nebraska, Dr. Wimmer received his Bachelor of Music degree from the University of Nebraska at Omaha, his Master of Music degree in Education with an emphasis in Wind Conducting from Kansas State University, and his Doctorate in Philosophy in Curriculum and Instruction from Kansas State University. Dr. Wimmer was the Director of Bands at Gretna High School and the Assistant Director of Bands at Gretna Middle School. He was a recipient of the Jack R. Snider Young Band Director Award in 2011 and served on the Nebraska Music Educators Association Leadership Academy from 2011-2012.

Dr. Wimmer is in demand as a conductor, clinician, and adjudicator as well as a percussion specialist. His professional affiliations include the Kansas Music Educators Association, the Kansas Bandmasters Association, the National Association for Music Education, the College Band Directors National Association, the Percussive Arts Society, Kappa Kappa Psi, Phi Mu Alpha Sinfonia, and Phi Kappa Lambda. He is currently the president of the Kansas Bandmasters Association, as well a co-chair of the New Band Director Bootcamp during the Kansas Bandmasters Association's summer convention.

Graduate Assistant Conductors

BEN RAJEWSKI is currently a first-year graduate student pursuing his Master's in Music Degree with an emphasis in Instrumental Conducting. He received his Bachelors in Music Education from Kansas State University in 2020. Ben taught for three years in Winfield, KS, where he was the Director of Bands at Winfield High School and the Assistant Director of Bands at Winfield Middle School. Ben enjoys spending his free time with his dog Peanut Butter, being outdoors, and exercising.

RICH EBERSOLE a native of Pennsylvania, Rich is a graduate of Temple University in Philadelphia PA, where he majored in Music Education and Jazz Studies. Upon graduating, Rich moved to Arizona to begin his teaching career. Over his ten years of teaching in public schools, he has worked with all levels of students. He taught elementary band, strings and general music for two years before moving to the high school level. He experienced great success in building the band program at Dysart High School, from 11 students to 65 in four years. From there Rich moved to Liberty High School in Peoria AZ, where he again grew the band program from 60 students to just over 120 total students between Marching, Concert and Jazz Bands. Rich is married to Melissa, has a two-year-old son Elliot, and a two-month-old daughter Addison. Rich is currently working with the band program while pursuing his Masters Degree with an Emphasis in Conducting.

UPCOMING EVENTS

January 19-21, 2024
K-State Concert Band Clinic

November 29, 2023
Wind Ensemble Concert
McCain Auditorium
7:30 pm

March 6, 2024
Wind Ensemble & Wind Symphony Concert
McCain Auditorium
7:30 pm

March 7, 2024
Concert Band & University Band Concert
McCain Auditorium
7:30 pm

April 21, 2024
Wind Ensemble & Wind Symphony Concert
McCain Auditorium
3:00 pm

April 22, 2024
Concert Band & University Band Concert
McCain Auditorium
7:30 pm

For more information, visit the K-State Bands website or email Courtney Grecu at cljensen@ksu.edu

KANSAS STATE
UNIVERSITY BANDS

*Kansas State University
Wind Ensemble*

Dr. Frank Tracz, Conductor
Dr. Larry Blocher, Guest Conductor
Rich Ebersole, Graduate Assistant Conductor

&

Wind Symphony

Dr. Alex Wimmer, Conductor
Ben Rajewski, Graduate Assistant Conductor

April 21, 2024
7:30 PM
McCain Auditorium



Wind Symphony
Dr. Alex Wimmer, Conductor

<i>STRIDE for Concert Band</i> (2023).....	Kevin Day (b.1996)
<i>Elegy</i> (2009).....	Travis Cross (b.1977)
Conducted by Ben Rajewski	
<i>Africa: Ceremony, Song and Ritual</i> (1994).....	Robert W. Smith (1958–2023)
<i>March Grandioso</i> (1901/2001).....	Roger Seitz (1867–1946)
	arr. Andrew Glover (b.1961)

Wind Ensemble
Dr. Frank Tracz, Conductor

<i>American Fanfare</i> (1999/2006).....	James Stephenson (b.1969)
<i>Bells Across the Atlantic</i> (2013).....	Adam Gorb (b.1958)
Dr. Larry Blocher, Guest Conductor	
<i>Little Symphony for Winds</i> (1817-1818/2003).....	Franz Schubert (1797–1828)
	trans. Verne Reynolds (1926–2011)
Rich Ebersole, Graduate Assistant Conductor	
<i>Of Our New Day Begun</i> (2015).....	Omar Thomas (b.1984)
<i>Dope</i> (2022)	Katahj Copley (b.1998)

Wind Symphony Program Notes

STRIDE for Concert Band (2023).....Kevin Day (b.1996)

Commissioned by the American Bandmasters Association, *Stride* is derived from the definition meaning to walk in a decisive way to cross and overcome obstacles that may come within our paths. *Stride* is also a reference to the marching band tradition and highlights my experience growing up as a Texas band kid marching on the field. This is an energetic work that features brass and drum grooves that could be felt within duple and triple, while contrasting to a beautiful lyrical section that showcases the woodwind section.

An American whose music has been characterized by "propulsive, syncopated rhythms, colorful orchestration, and instrumental virtuosity," (Robert Kirzinger, Boston Symphony) composer Kevin Day has quickly emerged as one of the leading young voices in the world of music composition today, whose music ranges from powerful introspection to joyous exuberance. Kevin Day is an internationally acclaimed composer, conductor, and pianist, whose music often intersects between the worlds of jazz, minimalism, Latin music, fusion, and contemporary classical idioms. Day serves as the Vice President of the Millennium Composers Initiative, a collective of more than 120 composers from several countries around the world.

A winner of the BMI Student Composer Award, a three-time finalist for the ASCAP Morton Gould Young Composer Award, and considered for the 2022 Pulitzer Prize for his *Concerto for Wind Ensemble*, Day has composed over 200 works, and has had numerous performances throughout the United States, Russia, Austria, Australia, Taiwan, South Africa, and Japan. His works have been programmed by the symphonies of Boston, San Francisco, Detroit, Indianapolis, Houston, and more, as well as several top professional and collegiate wind ensembles. His works have been performed at Carnegie Hall, Rachmaninov Hall (Russia), The Midwest Clinic, and other major venues, and recently he had his Carnegie Hall Conducting Debut at the 2022 New York International Music Festival.

Day is currently Assistant Professor of Composition at Wilfrid Laurier University in Waterloo, Ontario, Canada. He is pursuing his DMA in Composition from the University of Miami Frost School of Music, where he studies with Charles Norman Mason, Dorothy Hindman, and Lansing McCloskey. He holds a MM in Composition from the University of Georgia, and BM in Performance from Texas Christian University (TCU). He is alumnus of Kappa Kappa Psi National Honorary Band Fraternity and Phi Mu Alpha Sinfonia Fraternity of America.

Program note from the composer – Kevin Day

Elegy (2009).....Travis Cross (b.1977)

Elegy is a composition that was commissioned by a consortium of high school and university bands, under the leadership of Mark J. Lakmann and Dr. Christopher Werner at Logan and Central high schools, in La Crosse, Wisconsin. The premier performance was given by the Logan High School Wind Symphony, under the baton of Dr. Travis Cross on March 9th, 2009. *Elegy* was written shortly after the death of Dr. Cross' maternal grandmother, Juanita Grimes (1922-2008), which happened the summer between his fourth year of residency at Northwestern University, and the start of his first teaching job in Virginia. This piece is one of three that Dr. Cross has written in memory of family, with the first being *Tribute*, written a few years prior for his paternal grandfather, and *Memento*, written a few years later for his paternal grandmother. Dr. Cross' maternal grandmother had a harder end to life than many, and this is reflected in *Elegy*, which the composer notes has more sadness than the other two, as first noticed by it being written in a minor key (D minor). The composer notes in the score that this piece is dedicated with love, gratitude, and affection to the memory of his grandmother.

Travis J. Cross serves as professor of music at UCLA, where he conducts the Wind Ensemble, directs the graduate wind conducting program, and chairs the music department. He was also associate dean for academic mentoring and opportunity during the initial years of The UCLA Herb Alpert School of Music. Previous he was the wind ensemble conductor at Virginia Tech in Blacksburg, Va., Cross for five years. Cross earned doctor and Master of Music degrees in conducting from Northwestern University in Evanston, Ill., and the bachelor of music degree cum laude in vocal and instrumental music education from St. Olaf College in Northfield, Minn. His principal teachers were Mallory Thompson and Timothy Mahr.

Wind Symphony Program Notes

Elegy continued.....

Prior to graduate study, he taught for four years at Edina (Minn.) High School, where he conducted two concert bands and led the marching band program. From 2011–2015, he served two terms as national vice president for professional relations for Kappa Kappa Psi, the national honorary band fraternity. In 2017, Cross taught the Cavaliers Drum and Bugle Corps as brass co-caption head.

Cross contributed a chapter to volume four of *Composers on Composing for Band*, available from GIA Publications. His more than 20 original compositions and arrangements are published by Boosey & Hawkes, Daehn Publications, and Theodore Music. He has appeared as a guest conductor, composer, and clinician in more than 30 states and around the world. Cross is a Yamaha Master Educator.

Program note by Ben Rajwesi

Africa: Ceremony, Song and Ritual (1994).....Robert W. Smith (1958–2023)

Africa: Ceremony, Song and Ritual is based on the primitive folk music of Western Africa. Inspired by the recording and research of Mr. Stephen Jay, the work features traditional ceremonial music for dance and entertainment as well as dynamic percussive invocations and historical songs.

African musicians feel that they bring life to their instruments just as God gives life to the musician. As a result, individual instruments are believed to possess consciousness and are treated with the same respect and reverence given to an honored living person. The drum, the featured section of this work, is considered a sacred object as well as a musical instrument. It is believed to be endowed with a mysterious power which has been incomprehensible to the many missionaries and early travelers on the African continent. As one listens, the mind experiences a wide range of emotions including joy, fear, hope, and grief.

Oya "Primitive Fire" recreates man's conquest of fire. In the beginning of time, man discovered that he could create the elusive power by striking two flints together. He gathered his sticks and dry leaves and kindled them. The flames begin to rise very slowly, yet steadily building higher and higher into a large writhing body of energy spreading across the horizon. Suddenly, it begins to fade ... slowly ... losing life ... then the last spark ascends to the heavens and leaves the earth in darkness.

The *Ancient Folk Song* originates from Ghana, situated in the tropical belt of West Africa. It is a land of lush tropical beaches and rocky lagoons. The peaceful tranquility of this beautiful country was first disturbed by European settlers in the 1500s as Ghana became the center for exporting slaves and gold. As a result, the area became known as the Gold Coast. A secondary melody based on the folk song *Marilli* weaves throughout the final statement of the original theme.

With thunder and lightning as his weapon, *Shango*, the God of Thunder, revisits the earth. To herald his return, his devotees chant this invocationary praise. The big and small drums made of hollow trees and the skins of rams resound throughout the night as circles of worshipers dance to a frenzied state. The joyous opening statement returns amid the primal percussion, drawing the work to an exhausting conclusion.

Africa: Ceremony, Song and Ritual was commissioned by and is dedicated to the New Trier High School Band, Winnetka, Illinois, John A. Thomson, Conductor.

Program note by the composer – Robert W. Smith

Robert W. Smith was an American composer, conductor, arranger and educator who passed away this past September.

He attended high school in Daleville, after which he left for Troy University, where he played lead trumpet in the Sound of the South Marching Band. While at Troy, he studied composition with Dr. Paul Yoder. Upon his graduation from Troy with a Bachelor of Music Education degree, Smith pursued his musical career in South Florida, where he earned the master's degree in media writing and production from the University of Miami, while studying with Dr. Alfred Reed.

Wind Symphony Program Notes

Africa Continued.....

Mr. Smith has over 600 publications in print, with the majority composed and arranged through his long association with Warner Bros. Publications and the Belwin catalog. He serves as the Director of Product Development for C. L. Barnhouse and Walking Frog Records.

Mr. Smith's credits include many compositions and productions in all areas of the music field. His original works for winds and percussion have been programmed by countless military, university, high school, and middle school bands throughout the United States, Canada, Europe, Australia, South America and Asia. His *Symphony No. 1, "The Divine Comedy"*, *Symphony No. 2, "The Odyssey"* and *Africa: Ceremony, Song and Ritual* have received worldwide critical acclaim. His educational compositions such as *The Tempest*, *Encanto*, and *The Great Locomotive Chase* have become standards for developing bands throughout the world. His numerous works for orchestras of all levels are currently some of the most popular repertoire available today. His music has received extensive airplay on major network television as well as inclusion in multiple motion pictures. From professional ensembles such as the United States Navy Band and the Atlanta Symphony to school bands and orchestras throughout the world, his music speaks to audiences in any concert setting.

As a conductor and clinician, Mr. Smith performed throughout the United States, Canada, Japan, Europe and Australia. He was the principal conductor of the American Symphonic Winds and the American Festival Philharmonic Orchestra, professional recording ensembles based in Washington D.C. He also worked on the production of *Symphony No. 3, "Don Quixote"*, the fourth in a series of compact disc recordings of his best-known works for concert band. In addition, he was co-creator of the Expressions Music Curriculum. This comprehensive Pre-K through 12 music program includes Band Expressions, an innovative new approach to teaching music through the band.

Mr. Smith taught in the Music Industry program at Troy University in Troy, Ala. His teaching responsibilities were focused in music composition, production, publishing and business. In addition, he was a managing partner and conductor/producer for American Audio Unlimited, an audio production company specializing in recordings for concert band and orchestra.

Biography by windbandrep.org, edited by Alex Wimmer

March Grandioso (1901/2001).....Roger Seitz (1867–1946)
arr. Andrew Glover (b.1961)

March Grandioso opens with a theme from Liszt's *Hungarian Rhapsody No. 14* (Allegro Eroico section). Like Huffine's *Them Basses March*, *March Grandioso* has a minimum of important simultaneous melodic lines and can thus be performed with very few instruments. When played at a football half-time show or during a parade by a band with 200 to 300 performers, the powerful unison strains can be heard for a considerable distance.

Roland Forrest Seitz (1867-1946) was the youngest of the eight children of William and Magdalena (Ziegler) Seitz. Beginning in Fissel's School, a one-room building in nearby Glen Rock, he received his early education in the public schools of York County. Although he was interested in studying music as a profession, he became a printer's apprentice with the *Glen Rock Item*, a weekly newspaper, when he was a teenager — his father had died when he was three, and it was necessary that he help with the family income. Fortunately, his early interest in music was encouraged by several of his relatives, including Seitz's older cousin, Levi Z. Seitz, who obtained a flute for Roland and invited him to join the family "band." The other instruments in this unorthodox ensemble consisted of a trombone, some violins, and an organ. Soon another violin and a cornet were added and the group worked its way through Squire's *Album Number One for Beginners*, playing marches, waltzes, medleys, serenades, quadrilles, and schottisches. After a time Roland joined the Glen Rock Band, first as a euphonium player and later as a cornetist. The band had been rejuvenated after the Civil War by another older cousin, Nathaniel Z. Seitz, and was gradually improving.

Although Roland Seitz was reportedly a conscientious and capable printer, he still hoped for a career in music, and by saving every possible penny until he was 27 years of age, he finally succeeded in enrolling at Dana's Musical Institute in Warren, Ohio (now part of Youngstown University). He took his education seriously and by sacrificing all luxuries (and occasionally food), he graduated in 1898. He then returned to Glen Rock where he taught private wind and percussion lessons, played in the Glen Rock Band, and later became a successful leader of that group. Under his direction the band made remarkable progress, and in 1901 it was selected to perform at the Pan-American Exposition in Buffalo, New York, along with many of the best-known bands in the nation, including Sousa's. Seitz also played the pipe organ at Zion Lutheran Church in Glen

Wind Symphony Program Notes

March Grandioso continued.....

Rock, traveled on concert tours, and opened his own publishing business.

Seitz was awarded honorary degrees by Dana's Musical Institute in 1903 and 1924. He was a member of two local music associations as well as the Independent Order of Red Men and the Republican Party. Ten years after his death in 1946, in Union, New Jersey, a monument to his memory was erected in Glen Rock, Pennsylvania.

Andrew Glover (b. 13 July 1961, St. Louis, Mo.) is an American composer, arranger, euphoniumist and music publisher. As a sophomore in high school, Mr. Glover's first band arrangement was performed by the school's wind ensemble, and thus began a multi-decade career in composition and arranging. His band works number over 200, many are published by Barnhouse, and have been performed, recorded, and broadcast by bands worldwide.

Mr. Glover graduated from Central Methodist College (now university) in 1983 with a Bachelor of Music Education degree, did graduate work at Southeast Missouri State University. In college, Glover won a position in the Detroit Concert Band, conducted by Leonard B. Smith, and performed for four seasons on euphonium. He participated in numerous recording sessions with the DCB, including ten phonograph records of "Gems of the Concert Band" and a documentary film soundtrack. For many years he also performed as a soloist and guest artist.

After seven years as director of bands at Rosary High School in St. Louis, in 1998, Mr. Glover joined the staff of the C.L. Barnhouse Company in Oskaloosa, Iowa, where he serves as staff composer/arranger, Chief Operating officer, and Secretary-Treasurer. In addition to Glover's original works for band, he has composed numerous instrumental solos and choral pieces. He has arranged or transcribed over 175 works for band.

An enthusiast of, and advocate for classic concert band music and history, Glover is not only involved in new music production at Barnhouse, but also oversees the company's 127+ year archive of publications and historical memorabilia, and is frequently involved in band history research projects. He is a member of ASCAP; Association of Concert Bands, where he serves on the advisory council; is president of the Detroit Concert Band, Inc.; and is conductor of the Windjammers, Unlimited Education Band. In May 2013 he received the Distinguished Alumni award from Central Methodist University.

Program note by windrep.org, edited by Alex Wimmer

Wind Ensemble Program Notes

American Fanfare (1999/2006)..... James Stephenson (b.1969)

American Fanfare was originally written for a church in Naples, Fla., for a celebratory occasion. At the encouragement of Erich Kunzel, it was scored for full orchestra in 1999 and later went on to win the Florida Orchestra fanfare competition that same year. Since that time, it has been performed by several major orchestras, including the Los Angeles Philharmonic, Dallas Symphony, Cleveland Orchestra, Baltimore Symphony, Detroit Symphony, and Rochester Philharmonic. In 2006, Commander David Alpar (U.S. Air Force) commissioned the concert band version.

Program note from California Polytechnic State University, San Luis Obispo

Bells Across the Atlantic (2013).....Adam Gorb (b.1958)

American Fanfare was originally written for a church in Naples, Fla., for a celebratory occasion. At the encouragement of Erich Kunzel, it was scored for full orchestra in 1999 and later went on to win the Florida Orchestra fanfare competition that same year. Since that time, it has been performed by several major orchestras, including the Los Angeles Philharmonic, Dallas Symphony, Cleveland Orchestra, Baltimore Symphony, Detroit Symphony, and Rochester Philharmonic. In 2006, Commander David Alpar (U.S. Air Force) commissioned the concert band version.

Program note from *Teaching Music through Performance in Band* and the composer – Adam Gorb

Little Symphony for Winds (1817-1818/2003).....Franz Schubert (1797–1828)
trans. Verne Reynolds (1926 – 2011)

The classic wind octet consisted of pairs of oboes, clarinets, bassoons and horns. In this *Little Symphony*, two flutes have been included to provide a wider range and more brilliant top to the ensemble. The first three movements are from the *Funf Klavierstücke* (1818) and the fourth movement is from the piano four-hand version of the *Overture in Italian Style in C* (1817). The music is gentle, good natured, and rich in the familiar Schubertian qualities of graceful melodic invention and harmonic elegance.

Program note from publisher

Of Our New Day Begun (2015)..... Omar Thomas (b.1984)

"Of Our New Day Begun" was written to honor nine beautiful souls who lost their lives to a callous act of hatred and domestic terrorism on the evening of June 17, 2015 while worshipping in their beloved sanctuary, the historic Emanuel African Methodist Episcopal Church (affectionately referred to as "Mother Emanuel") in Charleston, South Carolina. My greatest challenge in creating this work was walking the line between reverence for the victims and their families, and honoring my strong, bitter feelings towards both the perpetrator and the segments of our society that continue to create people like him. I realized that the most powerful musical expression I could offer incorporated elements from both sides of that line - embracing my pain and anger while being moved by the displays of grace and forgiveness demonstrated by the victims' families.

Historically, black Americans have, in great number, turned to the church to find refuge and grounding in the most trying of times. Thus, the musical themes and ideas for "Of Our New Day Begun" are rooted in the Black American church tradition. The piece is anchored by James and John Johnson's time-honored song, "Lift Every Voice and Sing" (known endearingly as the "Negro National Anthem"), and peppered with blues harmonies and melodies. Singing, stomping, and clapping are also prominent features of this work, as they have always been a mainstay of black music traditions, and the inclusion of the tambourine in these sections is a direct nod to black worship services.

"Of Our New Day Begun" begins with a unison statement of a melodic cell from "Lift Every Voice..." before suddenly giving way to ghostly, bluesy chords in the horns and bassoons. This section moves to a dolorous and bitter dirge presentation of the anthem in irregularly shifting 12/8 and 6/8 meter, which grows in intensity as it offers fleeting glimmers of hope and relief answered by cries of blues-inspired licks. A maddening, ostinato-driven section representing a frustration

Wind Ensemble Program Notes

Of Our New Day Begun continued.....

and weariness that words cannot, grows into a group singing of "Lift Every Voice and Sing," fueled by the stomping and clapping reminiscent of the black church.

In the latter half of the piece the music turns hopeful, settling into 9/8 time and modulating up a step during its ascent to a glorious statement of the final lines of "Lift Every Voice...." in 4/4, honoring the powerful display of humanity set forth by the families of the victims. There is a long and emotional decrescendo that lands on a pensive and cathartic gospel-inspired hymnsong. Returning to 9/8 time, the piece comes to rest on a unison F that grows from a very distant hum to a thunderous roar, driven forward by march-like stomping to represent the ceaseless marching of black Americans towards equality.

The consortium assembled to create this work is led by Dr. Gary Schallert and the Western Kentucky University Wind Ensemble.

Program note by the composer – Omar Thomas

Dope (2022) Katahj Copley (b.1998)

The first semester of my masters- I was in a different headspace. I had finished writing *Where the Sky Has No Stars* and at the moment I felt renewed. I didn't know what else to write, so I began to write music that felt disingenuous to my spirit (music that will never see the light of day)- I was going on autopilot and I had lost my voice. During one of my lessons at UT Austin, my professor Omar Thomas and I began listening to a piece I had mocked up a couple of days before. We both weren't feeling it, and finally I asked him to turn off the piece and I told him it didn't sound like me. I felt lost creatively. He then asked me what music I listen to. I began to name only band music composers. He asked me again, and I told him outside of wind band music I'm in love with Rap, R & B, Jazz and Soul.

Then he asked an important question- "Why do you make a barrier between those ideals?"

I didn't have an answer. It was a wake-up call for me. Why was I compartmentalizing my musical inspirations?

He continued, "If you create something that is a celebration of who you are, the music you grew up with, and the music that inspires you now... then that would be dope..."

And with that this piece was born. With that realization, I began to create a piece that celebrated all the music that had inspired me throughout my life. From *Thundercat* to *Kendrick Lamar*, *Miles Davis* to *Hiatus Kaiyote*, I wanted to bring all of these influences together into one cohesive work...one dope work. *DOPE* is a gumbo of all the music that inspires and influences me from *Thundercat* to *Kendrick Lamar* to *Miles Davis* to *Hiatus Kaiyote* and more, this piece is in essence a deep look into my musical world.

The piece can be broken up into three parts. Since this work is dedicated to the trail black music has created, inspired and the new horizons it's reaching, each part is named after a part of the black identity.

UNDENIABLY (which is the partial score) is the opening of the piece. It's gritty, intense with moments of color and undeniable energy. It is carried by a bass line heavily influenced by *Thundercat's* playing on *Kendrick Lamar's* *Untitled 05* along with *Miles Davis's* *Nardis*.

UNAPOLOGETICALLY (the middle section) is a world building vibe and examines just how beautiful the music can be. I explore the colors and stretch them to their limits, but in doing so found new hues within myself and my writings. With this act, I gained heavy inspiration from *John Coltrane*, *Robert Glasper*, *Kamasi Washington* and *Hiatus Kaiyote* (to name a few)

UNDISPUTEDLY (the finale) is an intense, groove filled statement. Every color explored is here and is in its full potential. It's bold and- like undeniably- is undisputedly black. Guided by my love for *Tyler, the Creator's* *Hot Wind Blows*, *Marvin Gaye's* *I Want You* (due to *Kendrick's* *The Heart series*), and *Kamasi Washington's* *Street Fighter Mas* along with *Askem*.

Wind Ensemble Program Notes

Dope Continued.....

I hope that "DOPE" will serve as a tribute to the black musicians who have paved the way and inspired me to create music that is authentic to who I am. I also hope that this piece will inspire others to break down the barriers between their musical influences and create something truly unique and personal.

Program note from the composer – Katahj Copley

Kansas State University Wind Symphony
Spring 2024

Listed Alphabetically

FLUTE

Josephine Benson
Tabitha Ellwood*
Melissa Fierro (Pic)
Alexander Mueller
Tegan Stratton

CLARINET

Payten Mayfield
Anna Ridgway
Alexis Sutton*
Alexis White
Havely Wolff
John Woods

BASS CLARINET

Caleb Kissoon
Isabelle Mullinax*
Andrew Otto

OBOE

Alli Gladfelder*

BASSOON

Kiri Baker-Davies*

ALTO SAX

Cooper Carlson
Abby Vetter*
Brenden Vining
Addie Warnes

TENOR SAX

Max Contreras

BARITONE SAX

Chase Burman

TRUMPET

Max Black
Owen Genereux
Tristian Lewis
Emily Reed
Evelyn Peat
Nathan Proctor
Jae Seefeldt*

HORN

Devlyn Jochum
Kendan Powers*
Maddie Renner
Kayla Schinkel

TROMBONES

Claire Albright
Zach Elliott*
Shardae Sanders
Aidan Torkelson

EUPHONIUM

Sydney Smith*
Michael Thompson
Kaden Williams

TUBA

Olivia Franco*
Andru Gnuthake

PERCUSSION

Grey Fluke*
Chase Ivey
Nathan Koupal
Jasper Vallad
Chris Wells
Jessie Whelan
Ryan Woodruff

***Principal/Section Leader**

**Kansas State University Wind Ensemble
Spring 2024**

Listed Alphabetically

FLUTE

Sienna DelBorell
Ella Greenup*
Cristine Rosales
Courtney Settey
Grace Woydziak

OBOE

Ali Gladfelder
Lucas Reed*

CLARINET

Angel Amaro
Chloe Crooks
Erin Flax*
Maddie Murnahan
Abbigail Rakes
Theresa Wood

BASS CLARINET

Rich Ebersole*
Bre Ledbertter

BASSOON

Ethan Karnes*
Kela Schnelle

ALTO SAX

Keith Carter
Mason Ringer*
Sara Schieferecke
Jordan Somers

TENOR SAX

Craig Brinkman

BARITONE SAX

Katie Anderson

TRUMPET

Kiersten Glass
Shelton Lauderbaugh*
Caden Roark
Paige Roberts
April Teoh
Brett Wyckoff

HORN

Josie Anderson*
Andrew Dearing
Nathan Dembski
Braden Jones
Justin Stratton
Aspen Tallent

TROMBONE

Reece Beckman
Blake Davis
Logan Herring*

BASS TROMBONE

Corbin Wood

EUPHONIUM

Austin Perr
Drake Thompson*

TUBA

Lloyd Dodson*
Chase Keesling
Chase Wassom

ELECTRIC BASS

Russell Clark

PERCUSSION

Devon Autry
Noah Dial
Houston Fleischman*
Jacob Morgan
Nathan Smith
Jessi Solorzano
Jake Wall
Ryan Woodruff

PIANO

August Siefkes

***Principal/Section Leader**

Graduating Seniors

Tyler Lee ~ Teaching and Learning Certification ~ Tulsa, OK
Austin Perr ~ Music Education ~ Lenexa, KS
Nathaniel Smith ~ Music Performance ~ Topeka, KS
Corbin Wood ~ Music Education ~ Overland Park, KS

Wind Ensemble Conductor

DR. FRANK TRACZ is Professor of Music and Director of Bands at Kansas State University. He earned his B.M.E. from The Ohio State University, M.M. from the University of Wisconsin, Madison, and Ph.D. from the Ohio State University. He has public school teaching experience in Wisconsin and Ohio and has also served as Assistant Director of bands at Syracuse University and Director of bands at Morehead State University. Dr. Tracz has served as an adjudicator, clinician, speaker in various schools and conferences and has conducted All-State and Honor bands across the United States as well as in Canada, Singapore, South Africa, Fiji, Australia, and New Zealand.

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Dr. Tracz is on the faculty of the Conn-Selmer Institute, on the adjunct faculty of the American Band College, is a past member of the Music Education Journal Editorial Board, is a contributor to the Teaching Music Through Performance In Band series, and is past Chair of the Sudler Trophy Project of the John Philip Sousa Foundation. His honors include the Stamey Award for outstanding teaching, Kansas Bandmasters Outstanding Director award, Wildcat Pride Alumni Association award, the Tau Beta Sigma Paula Crider Outstanding Band Director award, being named a Lowell Mason Fellow, and membership in the Phi Kappa Phi Honorary Fraternity. He has also received the Conn- Selmer Institute Hall of Fame award, the Kansas State Professorial Performance award, and was elected to the prestigious American Bandmasters Association. Dr. Tracz was awarded an honorary doctorate from Doane University in May 2021. Dr. Tracz also led a very successful fundraising campaign raising over five million dollars for a new hall for the athletics band program. The "Tracz Family Band Hall" was dedicated in September of 2023, and is in full operational mode!

Dr. Tracz is married to Geralyn, and has three daughters, Jessica Tracz Kelly, Kelley Tracz, and Carly Tracz Morris, and one grandson, Caden Tracz Kelly!

Wind Symphony Conductor

DR. ALEX WIMMER is currently serving as the Associate Director of Bands at Kansas State University. His duties include directing the Wind Symphony, Cat Band (basketball pep band), Volleyball Band, Pub Crawl Band, Assistant Marching Band Director for the Pride of Wildcat Land (KSUMB), arranger and drill designer for the KSUMB, and instructor of undergraduate and graduate courses in conducting, arranging, and marching band techniques. He also serves as the faculty sponsor for Kappa Kappa Psi and Tau Beta Sigma. During the summer he coordinates the K-State Summer Music Camp and K-State Leadership and Auxiliary Camp, and serves as one of the Assistant Directors of the Manhattan Municipal Band. Prior to his appointment at Kansas State University, Dr. Wimmer was a Graduate Teaching Assistant for the Kansas State University Bands. He assisted with all concert and athletic ensembles, undergraduate conducting courses, and Percussion Ensembles. His research interests include undergraduates conducting with expressivity and qualitative research.

Originally from Gretna, Nebraska, Dr. Wimmer received his Bachelor of Music degree from the University of Nebraska at Omaha, his Master of Music degree in Education with an emphasis in Wind Conducting from Kansas State University, and his Doctorate in Philosophy in Curriculum and Instruction from Kansas State University. Dr. Wimmer was the Director of Bands at Gretna High School and the Assistant Director of Bands at Gretna Middle School. He was a recipient of the Jack R. Snider Young Band Director Award in 2011 and served on the Nebraska Music Educators Association Leadership Academy from 2011-2012.

Dr. Wimmer is in demand as a conductor, clinician, and adjudicator as well as a percussion specialist. His professional affiliations include the Kansas Music Educators Association, the Kansas Bandmasters Association, the National Association for Music Education, the College Band Directors National Association, the Percussive Arts Society, Kappa Kappa Psi, Phi Mu Alpha Sinfonia, and Phi Kappa Lambda. He is currently the president of the Kansas Bandmasters Association, as well a co-chair of the New Band Director Bootcamp during the Kansas Bandmasters Association's summer convention.

Guest Conductor

DR. LARRY BLOCHER is Professor Emeritus at Troy University in Troy, Alabama. He recently retired from combined appointments as Dean of the College of Communication and Fine Arts, Director of the John M. Long School of Music, and Professor of Music at Troy University following 17 years of service (2005-2022). In addition to his administrative responsibilities, Dr. Blocher served as an associate conductor with the university bands and taught undergraduate and graduate music education classes.

Prior to his arrival at Troy University, Dr. Blocher served as Associate Director of Bands, Director of Music Education, and Professor of Music at Wichita State University in Wichita, Kansas for 10 years. Additionally, he was Assistant Director of Bands, Coordinator of Music Education, and Associate Professor of Music at Morehead State University, Director of Music Education and Assistant Professor in the School of Music and College of Education at Syracuse University, and Director of Jazz Studies and Saxophone and Assistant Professor of Music at the University of Dayton. He received his BME and MM (music education and performance) degrees from Morehead State University in Kentucky and his Ph.D. in Music Education from The Florida State University.

Dr. Blocher is currently an Educational Consultant for *Worldstrides* where he serves as a clinician/music designer and arranger for the ReliaQuest, Pop Tarts, and Alamo Bowls. He is a member of the NAfME *Teaching Music* Advisory. He has served on the editorial boards of the *Music Educators Journal*, the *Journal of Band Research* and the *Advisory Board* to the *Midwest International Band and Orchestra Clinic*. Dr. Blocher has presented invited clinic sessions at the *Midwest* on 5 separate occasions, educational sessions at *Music for All*, and research sessions at the *World Association for Symphonic Bands and Ensembles* (WASBE) in Spain, Japan, and Austria. His research has been published in the *Journal of Research in Music Education*. His original compositions for band are published by *Excelcia Music Publishing*. Dr. Blocher has been a guest clinician/conductor/adjudicator in 34 states and 11 countries.

He is a past president of the Kansas Bandmasters Association and received both the *Outstanding Bandmaster* and *Outstanding Contributor to Music Awards* from the Kansas Bandmasters Association. He is a past recipient of the *Mortar Board Outstanding Educator Award* and the *University Leadership in the Advancement of Teaching Award* (Wichita State). He is a recipient of the of the *Massachusetts Instrumental and Choral Conductors Commissioning Award*.

Dr. Blocher was named a *Lowell Mason Fellow* by The National Association for Music Education (NAfME). He is a co-principal author of the *Teaching Music through Performance in Band* series (GIA).

Graduate Assistant Conductor

RICH EBERSOLE a native of Pennsylvania, Rich is a graduate of Temple University in Philadelphia PA, where he majored in Music Education and Jazz Studies. Upon graduating, Rich moved to Arizona to begin his teaching career. Over his ten years of teaching in public schools, he has worked with all levels of students. He taught elementary band, strings and general music for two years before moving to the high school level. He experienced great success in building the band program at Dysart High School, from 11 students to 65 in four years. From there Rich moved to Liberty High School in Peoria AZ, where he again grew the band program from 60 students to just over 120 total students between Marching, Concert and Jazz Bands. Rich is married to Melissa, has a two-year-old son Elliot, and a two-month-old daughter Addison. Rich is currently working with the band program while pursuing his Master's Degree with an Emphasis in Conducting.

BEN RAJEWSKI is currently a first-year graduate student pursuing his Master's in Music Degree with an emphasis in Instrumental Conducting. He received his Bachelors in Music Education from Kansas State University in 2020. Ben taught for three years in Winfield, KS, where he was the Director of Bands at Winfield High School and the Assistant Director of Bands at Winfield Middle School. Ben enjoys spending his free time with his dog Peanut Butter, being outdoors, and exercising.

UPCOMING EVENTS

April 22, 2024
Concert Band & University Band Concert
McCain Auditorium
7:30 pm

May 4, 2024
Drumline Mini Camp
Tracz Family Band Hall
8:00 am – 5:00 pm

May 18, 2024
Drumline Auditions
Tracz Family Band Hall
10:00 am – 4:00 pm

June 9-13, 2024
K-State Music Camp
McCain Auditorium

July 14-17, 2024
K-State Leadership & Auxiliary Camp
McCain Auditorium

July 27, 2024
2024 K-State Marching Pride Classic Golf Tournament
Colbert Hills Golf Course
9:00 am

For more information on all of these events visit the K-State Bands website at <https://www.k-state.edu/band/> or email Courtney Grecu at cljensen@ksu.edu

KANSAS STATE
UNIVERSITY BANDS
Kansas State University
Wind Ensemble

Dr. Frank Tracz, Conductor

Rich Ebersole, Graduate Assistant Conductor

Ben Rajewski, Graduate Assistant Conductor



November 20, 2024

7:30 PM

McCain Auditorium

Wind Ensemble
Dr. Frank Tracz, Conductor

<i>Symphony for Brass and Percussion</i> (1952/1967).....	Alfred Reed (1921 - 2005)
Conducted by Ben Rajewski	
<i>Chorale in Blue</i> (2018).....	James Stephenson (b. 1969)
<i>Fantasie of Passage</i> (2016/2020).....	Marcus Grant (b. 1975)
Dr. John Kilgore, soloist	
<i>Variations on "America"</i> (1891/1968).....	Charles Ives (1874 - 1954)
orch. William Schumann	
Conducted by Rich Ebersole	
<i>Deciduous</i> (2023).....	Viet Cuong (b. 1990)

Wind Ensemble Program Notes

***Symphony for Brass and Percussion* (1952/1967).....Alfred Reed (1921- 2005)**

The *Symphony for Brass and Percussion*, originally completed in the summer of 1952, received its first performance in December of that year at the College Band Directors National Association convention in Chicago, by members of the Oberlin Symphonic Band under the direction of Donald I. Moore, to whom the work is dedicated. It is the composer's second major work for the Wind-Brass-Percussion ensemble, following *Russian Christmas Music*, and represents an attempt at exploring the possibilities for utilizing brass and percussion sonorities in an extended piece.

The music is in three movements. The first opens with a broad introduction in which most of the thematic material of the movement is exposed. The allegro section takes the form of an intensive hard-driven march, but it is in triple rather than the usual duple time. The basic theme, already presented in the introduction, is treated with alternate quartal and tertial harmonies, although it is built mainly in fourths throughout. A quiet, almost chorale-like middle section follows the dying away of this first part, after which the original march-like theme returns and brings the first movement to an ending of great sonority.

The second movement, by contrast, is in three-part song form, beginning with a long, lyrical line in baritone, horn and tuba colorings, which is later taken up by the trumpets and trombones. The second part begins as a six-part fugato developing over pedal point in the timpani. This reaches a high climax which dies away in preparation for the return of the original theme. This is now heard in tuned percussion colors, finally to be taken up again by the original baritone, horn and tuba grouping, bringing the movement to a quiet close.

The third movement is a rondo built on Latin-American rhythms, with the percussion section augmented by three tom-toms, tuned to low, middle and high pitches. It begins with an undulating rhythmic background over which the tubas state a motive which rises higher and higher in register until it is caught up by full trumpets and trombones. This is developed with rhythmic alterations, then dies away, yielding to the second part, which consists of a long lyrical line in canon between the trumpets, set over an inner pedal point figure in the horns. A basso ostinato is sounded by baritone and tuba in octaves. The horns, first in two and then in four parts, take over this theme in turn, followed by trumpets and trombones returning to the first section and its hard-driving rhythms. A short, broadened version of the first theme forms the coda, bringing the movement, as well as the entire Symphony, to a powerful conclusion.

-Program note from score

***Chorale in Blue* (2018).....James Stephenson (b. 1969)**

Chorale in Blue was inspired by nothing other than the thought of a dark street at night, perhaps lit up by a solitary street lamp, and the thoughts that might occur in one's mind in such a spot.

It is also an exercise in the blues scale, in several keys, so that the players might have an opportunity to familiarize themselves with the constructs of such an important musical root of our American history.

The music is sometimes thoughtful, or sometimes animated, and sometimes gritty, but should always hopefully be fun to play.

-Program note by composer James Stephenson

Wind Ensemble Program Notes

***Fantasia of Passage* (2016/2020).....Marcus Grant (b. 1975)**

Fantasia of Passage is a 2-movement piece about a journey into enlightenment. Movement I is named after the rune "Wunjo", eluding to the harmony of like forces such as family, friendship, and community. Movement II is named after the rune "Raidho", meaning "adventure" or "journey through life".

The Wind Band Version was created via consortium and premiered by the Clover Hill High School Wind Ensemble from Midlothian, VA, Directed by Mrs. Brianna Gatch and featuring Trumpet Soloist Brandon Sklute.

-Program note by composer Marcus Grant

***Variations on "America"* (1891/1968).....Charles Ives (1874 -1954) orch. William Schumann**

Variations on "America" was originally a composition for organ. Composed in 1891 when Ives was seventeen, it is an arrangement of a traditional tune, known as *My Country, 'Tis of Thee*, and was at the time the de facto anthem of the United States. The tune is also widely recognized in Thomas Arne's orchestration as the British National Anthem, *God Save the Queen*, and in the former anthems of Russia, Switzerland, and Germany, as well as being the current national anthem of Liechtenstein and royal anthem of Norway.

The variations are a witty, irreverent piece for organ, probably typical of a "silly" teenage phenom like Ives. According to his biographers, the piece was played by Ives in organ recitals in Danbury and Brewster, New York, during the same year. At the Brewster concert, his father would not let him play the pages which included canons in two or three keys at once, because they were "unsuitable for church performance – They upset the elderly ladies and made the little boys laugh and get noisy!"

This work was transcribed for orchestra in 1964 by William Schuman and for band in 1968 by William Rhodes.

-Program note by composer Charles Ives

***Deciduous* (2023).....Viet Cuong (b. 1990)**

For a long time after my father passed away, I felt like I had "lost my leaves." In the way that leaves harness light to create energy for trees and plants, I felt like I had so little left to harness creatively. Many days I feared those leaves would never grow back. After struggling for months to write, I finally found some healing while creating *Deciduous*. This involved revisiting chord progressions that brought me solace as a child and activating them in textures that I have enjoyed exploring as an adult. The piece cycles through these chord progressions, building to a moment where it's stripped of everything and must find a way to renew itself. While I continue to struggle with this loss, I have come to understand that healing is not as much of a linear process as it is a cyclical journey, where, without fail, every leafless winter is following by a spring.

Thank you to the Florida Bandmasters Association for commissioning *Deciduous* in 2023.

-Program note by composer Viet Cuong

Kansas State University - Wind Ensemble
FALL 2024

listed in alphabetical order

FLUTE

Laura Bogner
Sienna DelBorrell
Anna Peery
Alexis Rigsby
Tegan Stratton*
Grace Woydziak*

CLARINET

Angel Amaro*
Chloe Crooks
Erin Flax
Maddie Murnahan
Kamryn Myrick
Abbigail Rakes
Alexis Sutton
Theresa Wood
Alexis White

BASS CLARINET

Jordan Culton*
Isabelle Mullinax

OBOE

Jalima Diaz
Natalie Myers*
Lucas Reed

BASSOON

Ethan Karnes
Simon Kirkeby
Tom Stark*

ALTO SAX

Mason Ringer*
Sara Schieferecke
Jordan Somers
Diego Umaña Conejo

TENOR SAX

Keith Carter

BARITONE SAX

Craig Brinkman

TRUMPET

Chase Bond
Kiersten Glass
Kyle Grimes*
Shelton Lauderbaugh*
Caden Roark
Bryce Schreiber
Brett Wyckoff

FRENCH HORN

Josie Anderson*
Nathan Dembski
Kendan Powers
Aspen Tallent

TROMBONE

Ryan Bayliff
Blake Davis*
Jared Eck
Ben Rajewski*
Aidan Torkelson

EUPHONIUM

Joseph Horne*
Drake Thompson

TUBA

Lloyd Dodson*
Chase Keesling
Chase Wassom

PERCUSSION

Devon Autry
Noah Dian
Houston Fleischmann*
Grey Fluke
Jacob Morgan
August Siefkes
Jessi Solorzano
Jake Wall

* Principal/Section Leader

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UPCOMING EVENTS

November 24, 2024
Marching Band Concert
Bramlage Coliseum
6:30 pm

January 24-26, 2025
K-State Concert Band Clinic

February 28, 2025
Wind Ensemble @ KMEA
Wichita, KS
3:00 pm

March 4, 2025
Concert Band & University Band Concert
McCain Auditorium
7:30 pm

March 5, 2025
Wind Ensemble & Wind Symphony Concert
McCain Auditorium
7:30 pm

April 27, 2025
Wind Ensemble & Wind Symphony Concert
McCain Auditorium
3:30 pm

April 28, 2025
Concert Band & University Band Concert
McCain Auditorium
7:30 pm

For more information, visit the K-State Bands website or email Courtney Grecu at cljensen@ksu.edu

Chapter 2 - Music Education Mission Statement

I believe formal education is a necessity in any culture, and this has not changed in the modern era. Beyond the knowledge we allow students to gain and discover, it is important for physical, social, and emotional development as humans. However, I do not believe the current American setting for education is the one most suited for their students. The main drawback of American schooling I have found through research and personal experience is the long-standing structure that focuses on the scores students can achieve and training them for a job rather than a focus on allowing them to discover new things and gain more knowledge (Sanchez, 2023).

The purpose of education should be to guide and facilitate students toward finding knowledge, developing interests, and having new experiences rather than training them for a job. We all only have one chance on this earth, and not allowing each person to have an opportunity at gaining all the knowledge and experiences they enjoy is an injustice in my eyes. In a setting that allows students to gain knowledge through practical experiences, I believe we allow them to not only gain knowledge that sticks longer than cramming for a test but also allow them to use those experiences to grow emotionally and mentally and become a better person. It is possible to still have students be well prepared for the workforce without depriving them of these experiences, however, a total reexamination of the way we assess students and the reasoning behind it is needed.

As we have looked at education, it is still necessary to examine music education and the why behind it. Many administrators today see no need for music in the curriculum; rather a focus on STEM subjects that will prepare students for most jobs that are opening in the next 10 to 20 years (O'Rourke, 2021). However, as stated in the previous paragraph, I believe the purpose of education is for more than just workers, and to help create well-rounded human beings. Music is

a key aspect of that, and not just for the “secondary benefits” that many music promotional groups use as justification. Music allows for a level of knowledge in the human experience that cannot be gained elsewhere.

I strongly agree with the stance of music education by Bennett Reimer as an aesthetic education and the way students partake in it through “musicing” (Fiske, 1997). Music education builds the emotional intelligence of a student in a way other subjects cannot (Cook, Roy, and Welker, 2017). The first misconception about this, however, is people think music teachers teach how to *have* emotions, and this is simply not the case. As Elliot states, music can trigger memories of emotions but does not cause them to be felt from the music alone (Panaiotidi, 2000). However, we can help students learn through music how to convey emotions, create enjoyment, and better understand the complex personal and context-specific emotions all people have.

By having this affective music instruction, students can elicit feelings specific to them through both making and listening to music. Through doing this, we can lead our students to a sense of self-knowledge, self-growth, and enjoyment. These items may not check the boxes of administrators, but I would argue it is more important to develop multiple types of intelligence rather than focusing on a singular or small group, like you may see tested on the ACT or SAT. In examining a few aspects of education, both general and music, there are some key topics to closely inspect.

The first is the purpose of assessment. I believe the true purpose of assessment should be to allow students to get feedback and improve upon their skills. I believe feedback should be fair and non-biased, if a student performs a one out of five, they need to know it. We must also teach our students how to take positive and critical feedback and how to properly respond to that for

growth. Currently, it seems assessment is geared mostly towards competition and data assessment, as schools look to have the best scores and be the best at testing, rather than assessing the true knowledge and experience the students are receiving (Rodberg, 2019).

We see this in music specifically, where performing groups are more concerned with the score or placement at festivals and competitions rather than the musical understanding and aesthetic knowledge the students are gaining. This ties in with achievement expectations; do we truly look at each student for what they need to achieve for their journey, or do we set a bar for all students, regardless of background, and expect them to figure it out? In setting achievement expectations for our students, we would be best served by finding out where each of our students is individually and setting goals and curriculum that meet their needs, regardless of whether they are higher or lower achieving than the average. Relevant curriculum in schools is a hot topic, and music can be an epicenter of that conversation, especially in the band/choir/orchestra model. Are we playing music that is relevant for our students?

I used to believe relevant music was just popular music. However, through teaching a music industry class where the students led their projects, I quickly found out what is considered relevant music to each student is very different. It is helpful in my thinking to think of culture as the background of the student; whether it be ethnicity, personality, or just a “culture” they identify themselves in. To some students, culture could be being in the band, or a movie series, television series, or other popular culture identity.

The important thing as a teacher is finding out the “culture” of each student and presenting the curriculum in a way that is relevant to them, so it leads as a motivator and engager. Through doing this, we can then start to educate our students on cultures they are less familiar with, and they will be more culturally responsive. As a teacher, by having a mindset

geared in this way, the effectiveness and relevance of the teaching will be heightened rather than trying to force it into the curriculum (Williams, 2019). It may not be possible for every aspect of music education to be one a student likes; however, we can expose them to a multitude of genres and styles and allow them to discover what is relevant to them through pragmatic experiences.

The job of an educator is not limited to just teaching, there are also professional responsibilities that accompany it. Along with all the administrative work, I believe music educators must be constantly looking to improve their knowledge and teaching. This can be done through professional development, reading, or mentorship; the means do not matter. I believe the only “bad” educator believes they know everything and refuse to continue growing. In a world where our students and content are ever evolving, we must be the best educators for our students.

In summary, my music education mission statement is one in which I believe students need music in their lives to obtain a complete human experience. I believe students best do this through practical and pragmatic experiences that allow them to learn about music and themselves through discovery and relevant lessons. I believe music is key to a person being able to understand and process their complex emotions. Through improved means of assessment, relevant teaching, achievement expectations, and professional duties, it is possible for us to transform our music classrooms into areas where students obtain these skills and experiences, and lead to the best possible musically fulfilling education.

Chapter 3 - Quality Literature Selection

The selection of quality literature is one of the largest responsibilities a conductor has for their ensemble. There are many factors that go into why we choose music, as Joseph Hermann states:

You chose to purchase a piece because you like it. Granted, it may be chosen for several reasons (e.g., curriculum, educational and developmental value for the students in our ensemble, programmability, artistic content and/or appeal (and this includes repertoire that will elevate the tastes of our audience)), our respect for the composer and work, our evaluation that the literature is worth playing, that is, in our opinion the piece has intrinsic value. I recognize professional peer pressure as influence. After all, it isn't a coincidence when many bands are playing the same piece by the same composer. But let's confess, we choose literature because we find it exciting, compelling, spiritual, or, among other descriptors, expressive and we like it. (Walker, 2012. P. 49)

As many first-year educators discover, these internal influences may not guide us to quality literature. Often, overprogramming or programming literature that does not meet the needs of the students can cause a plethora of misfortune for their group and themselves. Frank Battisti further emphasizes this in his own words:

The selection of music is one of the most important duties of the band director. During past decades, numerous guides and recommended music lists for band at various levels of ability, as well as criteria for the selection of good quality literature, have been formulated by individuals, band associations, national and state music education associations, journals and periodicals. Despite the proliferation of these aids, there is ample evidence to suggest that much of the repertoire being studied and performed in school bands is of questionable musical value. (Battisti, 2002. P. 239)

It could be argued there is not a lack of quality literature being produced, but rather an overproduction of literature, much of which is of a questionable quality. Due to this, often the repertoire is not reflective of the quality of much of the literature of our age. Dr. Tracz, Director of Bands at K-State, gave me a very pragmatic answer when asked how publishers affect the quality of literature, and how it compares to when he first started teaching in the 1970's:

I am not so sure it has changed at all since then. The thing to remember is the publishers are in this to make money. There is a lot of good people running these places, and they want to do what is good for the bands, students, and conductors as well as the music world, but they have to make money. Publishers are going to send you what they think you want to play, what the common “B-flat middle ground” is, and we have to be careful there. If you only play what you get in mail, emails, and internet, it is going to be what everyone is buying, what is the norm. It’s the middle level grade three pieces, because there is a million of those, as compared to grade two and four, and so forth. Grade three has become an ambiguous area, where it covers some grade two and covers some grade four, and it covers a lot of things. What I think the publishers try to do is get in your hands what they think you should play based on what everyone else is playing. That in itself is a problem. (F. Tracz, personal communication, January 22, 2025)

However, Dr. Tracz does go on to talk about how this is improving in the modern day:

I think it is changing, and for the positive, because we are doing a lot of stuff, like buying from composers who are writing for specific genres and different reasons. It is forcing the publishing companies, I think, to look into these people and places, and write some of that stuff. It is changing, because we are choosing the composers based on our musical needs, and composers are starting to answer that need. They are doing things, and writing things, that are going to help us get through it. They are writing things that are going to help us understand the musical aspect of it, and the things we need to teach our groups. There are a lot of good people coming through. (F. Tracz, personal communication, January 22, 2025)

In figuring out how to choose quality literature, Ray Cramer provides a few examples in the *Teaching Music Through Performance in Band, Volume 1* book that educators can use (Miles & Blocher, 2010). He asks, does the music have:

1. A well-conceived formal structure?
2. Creative melodies and counter lines?
3. Harmonic imagination
4. Rhythmic vitality?
5. Contrast in all music elements?
6. Scoring which best represents the full potential for beautiful tone and timbre?
7. An emotional impact? (p.8)

In 1978, a study completed by Acton Ostling, Jr. performed an evaluation of compositions for wind band according to specific criteria of serious artistic merit. Further replication and update of this study was published in 1993 by Jay Warren Gilbert. Finally, a 2011 update by Clifford Towner updates and compares the first two evaluations. The Ostling study considered 1,481 works and narrowed down a list to 314 compositions based on specific criteria and a five-point scale rating system. The following criteria were used in the original study, as well as subsequent revisions by Jay Warren Gilbert and Clifford Towner (Gilbert, 1993):

1. The composition has form –not ‘a form’ but form – and reflects a proper balance between repetition and contrast.
2. The composition reflects shape and design and creates the impression of conscious choice and judicious arrangement on the part of the composer.
3. The composition reflects craftsmanship in orchestration, demonstrating a proper balance between transparent and tutti scoring, and between solo and group colors.
4. The composition is sufficiently unpredictable to preclude an immediate grasp of its musical meaning.
5. The route through which the composition travels in initiating its musical tendencies and probable musical goals is not completely direct and obvious.
6. The composition is consistent in its quality throughout its length and in its various sections.
7. The composition is consistent in its style, reflecting a complete grasp of technical details, clearly conceived ideas, and avoids lapses into trivial, futile, or unsuitable passages.
8. The composition reflects ingenuity in its development, given the stylistic context in which it exists.
9. The composition is genuine in idiom, and is not pretentious
10. The composition reflects a musical validity which transcends factors of historical importance, or factors of pedagogical usefulness.

Though the ideas of both the Ostling study and Cramer are slightly different, in both length and detail, there are a few key similarities in selecting quality literature: contrast and unpredictable musical elements, a well-conceived form with proper balance, and an emotional impact of conscious choice by the composer. While we can truly say either set of criteria is

correct or incorrect, they give a strong, and widely accepted, criteria of what quality literature is comprised of. Literature of quality has the capacity to draw up the emotions and memories of the listener and have value both to those performing it as well as those engaging in it outside of actively performing. As Hermann stated, this can be boiled down to creating a sense of “liking the music”. On the other hand, from a more educator focused point of view, Dr. Frank Tracz provides a few key characteristics of what determines quality literature:

I look at first of all, the composer. Then I look what I need, what the band needs, what I need to get across. There is a reason we pick literature for our concerts, its educational and its musical. It has to be a combination of both, whether it's one piece or across multiple pieces, it has to serve a purpose. Quality music means its playable, but its challenging. Quality music means its accessible, but you will have to work at it to be a success. You do not want something you can lay right away and keep the band where it is, we want to stretch them. That is what we look for there in terms of picking the literature. All the normal color schemes, dynamics, key signatures, tempos, and so on. To me, it keeps coming back to what do we want to teach them, and we pick the literature to teach them, and there is a lot of good literature to help you teach some things. It is our job to make it creative, to make it interesting, for not only the players, but for the parents in the audience as well. (F. Tracz, personal communication, January 22, 2025)

With all these views combined, we can start to create a view of what determines quality literature from both an educational and artistic viewpoint. Music that can stand the test of these criteria can be considered quality and of merit and can be considered an essential part of the wind band repertoire at all levels.

Chapter 4 - *Cajun Folk Songs* by Frank Ticheli

Unit I. Composer

Frank Ticheli was born on January 21st, 1958, in Monroe, Louisiana. His family moved frequently in his younger years, before settling at LaPlace, Louisiana, an area near New Orleans. Ticheli started his musical career at age nine, learning to play trumpet in an underfunded New Orleans public school band in 4th grade. He slowly lost interest and stopped playing in 7th grade. However, upon another move to Richardson, Texas, he was blown away by the band program run by Robert Floyd at Berkner High School and it “lit the musical fire in his belly” (*An Interview with Frank Ticheli*, n.d.). He started his composition career as a teenager, inspired by many passionate players in his high school band. He followed with a composition his junior year, as well as transcribing Maynard Ferguson and Stan Kenton charts, before starting to arrange music.

Ticheli received a Bachelor of Music degree in Composition/Theory and Education at Southern Methodist University in 1980. After a brief stint interim teaching in Garland, Texas, Ticheli attended the University of Michigan for graduate work. There he completed a Master of Music in Composition in 1983 and a Doctor of Musical Arts in Composition in 1987. He studied with a wide array of teachers who taught him many views and styles of composition and music, such as William Bolcom, Leslie Bassett, William Albright, and George Wilson. His first job after 10 years of college was writing music for an Ann Arbor theatre production of *Don Juan*. After six weeks of work on this show, he reviewed his arrangements and created his first works for band, *Fortress* and *Portrait of a Clown*. Ticheli then obtained a job teaching at Trinity University in San Antonio, Texas, in 1987, where he taught for 3 years. He then received a job, for which he is more well known, at the University of Southern California as an Assistant Professor of Music,

where he still resides. From 1991 to 1998, he was the composer in residence for the Pacific Symphony.

Ticheli has written numerous works for wind band, choir, orchestra, chamber, and theatre groups. His music has been described as "optimistic and thoughtful" by the *Los Angeles Times*, "lean and muscular" by *The New York Times*, "brilliantly effective" by the *Miami Herald*, "powerful, deeply felt crafted with impressive flair and an ear for striking instrumental colors" by the *South Florida Sun - Sentinel* (USC, 2010) and expressing "direct emotion, creating dramatic visceral impact" by the *Orange County Register* (International Folk Music Festival, 2008). He is most known for his works for wind band, which have become standards in the repertoire. He has served as a guest conductor for various orchestras and bands across the world, as well as a composer in residence for many orchestras and wind bands. He has been honored for his work with multiple awards, including the 1989 Walter Beeler Memorial Composition Prize, the 2006 NBA/William D. Revelli Memorial Band Composition Contest for his *Symphony No. 2*, and the 2012 Arts and Letters Award from the American Academy of Arts and Letters (USC, 2008).

Listed below are a selection of works for wind band composed or arranged by Frank Ticheli. These pieces were selected to cover a range of styles and the timeline in the composer's life in which they were written. This list is not meant to serve as a qualifier for these works, but rather a brief overview of his works for the wind band field. This list is organized chronologically by date published (Manhattan Beach Music, n.d.).

Table 4.1 List of Selected Works for Wind Band by Frank Ticheli

Title	Length (time)	Date Published
<i>Portrait of a Clown</i>	3 minutes	1988
<i>Fortress</i>	5 minutes	1989
<i>Cajun Folk Songs</i>	7 minutes	1990
<i>Postcard</i>	5 minutes	1994
<i>Cajun Folk Songs II</i>	11 minutes	1997
<i>Blue Shades</i>	11 minutes	1997
<i>Vesuvius</i>	9 minutes	1999
<i>An American Elegy</i>	11 minutes	2000
<i>Simple Gifts: Four Shaker Songs</i>	9 minutes	2002
<i>Symphony No. 2</i>	21 minutes	2004
<i>Joy Revisited</i>	3.5 minutes	2005
<i>Abacadabra</i>	5 minutes	2005
<i>Sanctuary</i>	10.5 minutes	2006
<i>Angels in the Architecture</i>	11.5 minutes	2009
<i>Symphony No. 1</i>	30 minutes	2011
<i>Earth Song</i>	3.5 minutes	2012
<i>Korean Folk Songs</i>	11.5 minutes	2013
<i>Dancing on Water</i>	8 minutes	2018
<i>Under the Big Top</i>	3 minutes	2019

<i>Lux Perpetua</i>	~11.5 minutes	2021
<i>Over the Moon</i>	9.5 minutes	2023
<i>Fantastic Dreams</i>	14 minutes	2024

Unit II. Composition

Cajun Folk Songs is a two-movement piece written as a commission in 1990. This piece calls back to the area of Louisiana around New Orleans, LaPlace, in which Ticheli lived in his childhood. The work is a tribute to the folk songs of the Cajun people that reside in the area. The first movement, *La Belle et Le Capitaine*, is free feeling, shifting between 3/4 and 2/4 meters frequently. It is written at quarter note equals 63 beats per minute, however the noted flowing style allows for a little freedom in tempo. The movement is in ABA format, with a six-bar introduction and an eight-bar closing section. Written in D dorian tonality, Ticheli heavily uses D minor, A minor, and F major chords, while also using G minor and B-flat major chords to briefly show D minor. He also uses many suspensions over bar lines as a compositional technique in this movement. The melody is stated three times, first by solo alto saxophone, who plays with looser time and full musical expression, as seen below.

Figure 4.1 Alto Saxophone Solo; mm. 1-6



The second statement of this melody is with all woodwinds and upper voiced brass, giving a fuller texture and deeper sense of complex emotion. The third time it is stated with the entire ensemble playing, as well as being accompanied by a countermelody for the first time. The phrasing of this movement is often in a five-bar phrase, comprised of a three-bar phrase and a

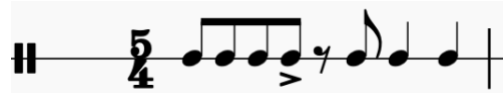
two-bar phrase. This is represented below in the written notation. This movement is 74 measures and approximately three minutes in length.

Figure 4.2 Phrasing in Alto Saxophones; mm. 12-16



The second movement, *Belle*, is varied rhythmically and texturally, with many colors and styles being used in its composition. An original melody is added to this movement, on top of the folk music used. This movement is very dance-like and upbeat, similar to a clave rhythm, presented in the sand blocks in the opening measures, as seen below. Variations on this rhythm are presented throughout the piece.

Figure 4.3 Main Theme Presented in the Sand Block; m. 1



Ticheli uses 5/4, 3/4, and 2/4 meters in this movement, constantly switching, with the 5/4 measures being the most frequent. The 3/4 and 2/4 bars are often combined to create one large 5/4 bar, similar in how Ticheli grouped the five-bar phrasing in movement one.

Figure 4.4 3/4 + 2/4 Phrasing Structure in Flute 1; mm. 60-61



The movement is notated at quarter note equals 152 to 160 beats per minute, however, Ticheli notes in the composer's notes that while rehearsing the Berkner High School Symphonic Band in the 1991 AAAAA Honor Band at the Texas Music Educators Association Convention, the second movement is more effective when performed around quarter note equals 168 beats per

minute, and a range of 160 to 168 beats per minute is more suitable (Ticheli, 1991). The form of this movement could best be described as strophic form, as the originally presented percussive rhythm has two main variations, one ascending and one descending.

Figure 4.5 Theme A and Theme B Presented in Flute 2; mm. 22-25 and mm. 27-30



Ticheli goes back and forth between these two variations frequently, as well as expanding on them. However, the entirety of the movement is built of this singular rhythmic idea. It does have a four-bar introduction and a six-bar closing section. Ticheli starts the movement in the tonality of F major, before switching between tonalities of A-flat Major, C minor, G minor, and B-flat major. He also briefly goes into E-flat minor and G-flat major, before returning to F major and C minor for the end of the movement. Ticheli's use of seventh chord (both major and dominant), as well as added ninths and thirteenths, are frequent throughout. This movement is 132 measures and approximately 3 minutes and 30 seconds in length. The composition in whole totals 206 measures and is approximately 6 minutes and 30 seconds in length.

Unit III. Historical Perspective

Ticheli follows one of the most popular compositional techniques for wind bands by using folk songs as the basis for this piece. The two folk songs used in this piece are Cajun folk songs that were recorded by Alan and John Lomax in 1934, when the Library of Congress sent the two out to obtain recordings for the Library's *Archive of Folk Music*. This effort was done to help preserve Cajun music in its original form as a pure and powerful expression of Louisiana

French Society (Lomax, 2000). Ticheli uses these two folk songs as a tribute to the old Cajun folksong culture with hopes their contributions will not be forgotten (Ticheli, 1991).

Cajun music originates from the Acadian people, who moved to Louisiana in the 1700's. Originally French colonists who settled in Acadia, now known as Nova Scotia, they were driven out by the British in 1755, before finally ending up in southern Louisiana. Amid servitude and struggles, the music of the Acadian people; combined with the influences of the melting pot of cultures in Louisiana, created a unique style of music. Cajun music has seen many transformations in instrumentation; having used accordions, electric guitars, violins, clarinets, and drum set among various others. Much of the music people would recognize as Cajun is heavily influenced by European and American cultures, and very modernized. Ticheli uses this work to help convey the sound of original Cajun music (Besse, 2012).

La Belle et Le Capitaine tells the story of a young girl who feigns death to avoid being seduced by a captain. Found in *Our Singing Country* (Lomax, 2000) with the title *Blanche Comme La Neige* (White as Snow), he notes that scholars are agreed in their estimate of this as one of the outstanding folk ballads in the French language. Below, you can see an excerpt out of his book of the original folk melody, as well as the accompanying lyrics.

Figure 4.6 *Blanche Comme La Neige* as notated by John Lomax

Moderate $\text{♩} = 84$

Le plus jeune des trois, L'a pris par sa main blanche —

* “Mon-tez, mon - tez, la belle, Des-sur mon che-val gris;

On log - it chez mon pè - re, Je vous a - mèn - er - rai.”

* Stanza 4 begins here. The fourth line of text in this stanza is sung to the same music as the third line.

Table 4.2 Lyrics to *La Belle et Le Capitaine* in both French and English

French	English
Le plus jeune des trois,	The youngest of all three took
L'a pris par sa main blanche -	her white hand and said,
"Montez, montez, la belle,	"Fair damsel, mount my gray horse and I will
Dessus mon cheval gris; On logit chez mon	take you to the house of my father where we
père, Je vous amènerai."	will stay together."
Quand - e la belle' - z -entend,	When the damsel heard these words,
Elle s'est mite à pleurèze, - -	she began to weep, and he said,
"Soupez, soupez, la belle,	"Eat, fair damsel, be of good cheer, for this
Prenez, oui, z - appétit, Auprès du capitaine	night you will stay with a fine captain."
Vo' passerez la nuit."	
Quand - e - la bell' - z - etend	When the damsel heard these words,
La belle est tombée morte, - -	she fell to the ground like one dead, and he
"Sonnez, sonnez, les cloches,	said,
Tambours, violons, marchez,	"Ring the bells, play drums and violins; my
M'amillionette est morte	little sweetheart is dead, and I have a doleful
J'en ai le coeur dolent."	heart."

"Et où l'enterreront - ils?"	And they said, "Where shall she be buried?"
"Dedans l'jardin d' son père,	"In the garden of her father beneath the three
Sous les trois feuilles de lys;	leaves of the lyly.
Nous prierons Dieu, chers frères,	We pray to God, dear brothers,
Qu'elle aille en Paradis."	that she may fly to Paradise."

Au bout - e de trois jours	When three days had passed, the damsel
La bell' frappe à la porte,	knocked on the door of her father's house and
"Ouvrez, ouvrez, la porte,	said, "Open the door, dear and beloved father,
Cher père et bien - aimé,	for three days ago I chose death to save my
J'ai fait la mort trois jours	honor."
Pour sauver mon honneur."	

Belle is about a man who goes away to Texas only to receive word of his sweetheart's illness, forcing him to return to Louisiana. Finding her unconscious upon his return, he, to no avail, pawns his horse to try to save her. Maintaining the original title from *Our Singing Country*, Lomax states the influence of Western and Jazz music is easily seen in his modern chronicle of Cajun country. He notes it is said when a young man is ready to sacrifice his horse for his true love, he is then a completely devoted lover, according to the philosophy of young men in southwestern Louisiana of that era. In Figures 4.7, you can see how Lomax originally notated it in 10/8, with combinations of 3+2+3+2 (Lomax, 2000). This helps depict why Ticheli picked the meters and phrase groupings for this movement. In the lyrics seen below, you can also see the

repetitiveness of the original lyrics, with variations ending in “belle”, perhaps showing the reasoning for the strophic form used in this movement.

Figure 4.7 *Belle* as notated by John Lomax

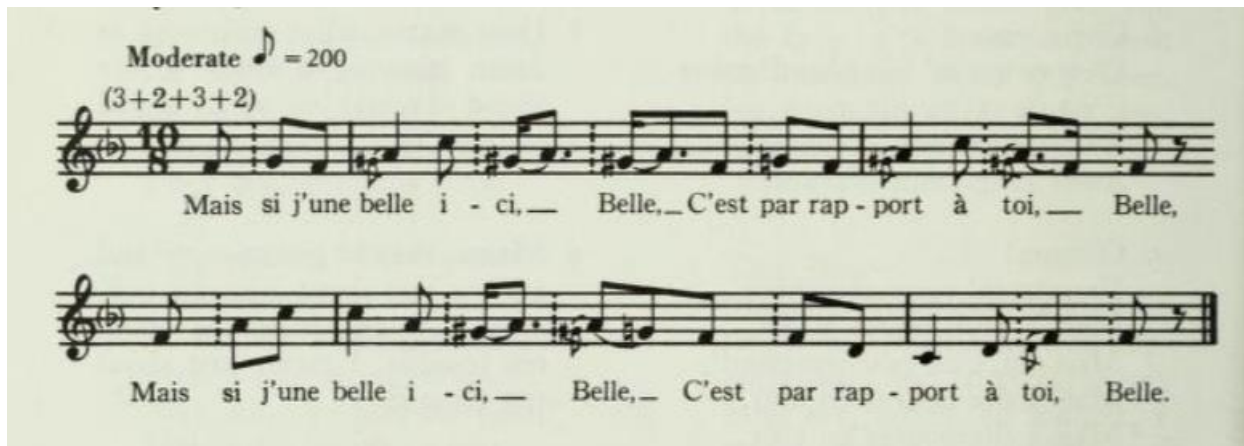


Table 4.3 Lyrics to *Belle* in both French and English

French	English
Mais si j' une belle ici, Belle,	If I've a babe in town, Babe,
C'est par rapport à to, Belle,	It's just when you're around, Babe,
Mais si j' une belle ici, Belle,	If I've a babe in town, Babe,
C'est par rapport à toi, Belle.	It's just when you're around, Babe.
J'ai pris ce char ici, Belle	I caught a long slow freight, Babe,
Pour m'en aller au Texas, Belle,	Bound out for Texas state, Babe,
J'ai pris ce char ici, Belle	I caught a long slow freight, Babe,
Pour m'en aller au Texas, Belle.	Bound out for Texas state, Babe.

Y avait just' trois jour, Bel -
Le, que j'étais là - bass, Belle,
J'ai r'çu - z - une lettre de toi, Belle,
Que t'étais bien malade, Belle.

Que t'étais bien malade, Belle,
En danger de mourir, Belle,
J'ai pris ce char encore, Belle,
Pour m'en r'venir ici, Belle.

Quand j'arrivais à toi, Belle,
T'étais sans connaissance, Belle,
Je m'en ai r'tourné d'abord, Belle,
Je m'en ai r'tourné là - bass, Belle.

J'ai emporti - qué mon ch'val, Belle,
Pour te sauver la vie, Belle,
O si j'ai plus Henry, Belle,
C'est part'avoir aimée, Belle.

S'abandonner c'est dur, Belle,
Mais s'oublier c'est long, Belle,

Three days I hung around, Babe,
That lonesome Texas town, Babe,
You wrote you's sick in bed, Babe,
Rags wrapped all round your head, Babe.

Said you was sick and low, Babe,
Said you was dyin' slow, Babe,
I hopped that long slow freight, Babe,
Bound for Lou's'ana state, Babe.

When I got off that train, Babe,
You couldn't call my name, Babe,
And I turned right around, Babe,
Then I was Texas bound, Babe.

My bronc' I had to sell, Babe,
So I could get you well, Babe,
Because between the two, Babe,
I'd always pick on you, Babe.

It's not so hard to go, Babe,
But to forget is slow, Babe,

S'abandonner c'est dur, Belle,
Mais s'oublier c'est long, Belle.

It's not so hard to go, Babe,
But to forget is slow, Babe.

The piece was commissioned by Cheryl Floyd for the Murchison Middle School band in Austin, Texas, and was premiered on May 22nd, 1990. According to a 1995 article in *The Instrumentalist* magazine, this piece is recognized as “one of the most significant grade three works of the past 20 years.” (International Music Festival, 2008).

Unit IV. Technical Considerations

The first movement is in D dorian mode, with frequent hints at D minor. The meter changes between 3/4 and 2/4 frequently, as well as between a triple and duple feel rhythmically. The first movement starts with the melody in a 16-bar alto saxophone solo, as seen in Figure 4.1. This solo line states the main motive for the movement and will require the soloist to be expressive and for the ensemble and conductor to listen to the feel and tempo established here. In m.7, the clarinet 1 enters with a harmony line, and at m. 12, demonstrates the suspension rhythm all performers will need to be aware of throughout the movement. It is important performers hold the suspension with full tone and support until the resolution.

Figure 4.8 Suspension in Clarinet 1; mm. 12-13



As more instruments enter at m. 17, players must take care to start and end all notes firm, yet gentle, as to not stick out of the flowing texture. In m. 20, the melodic line shows a sixteenth

note rhythm for the first time. Players should take care to not compress this rhythm and give full tone and value to all notes in this rhythm.

Figure 4.9 Sixteenth Note Rhythm in Clarinet 1; m. 20



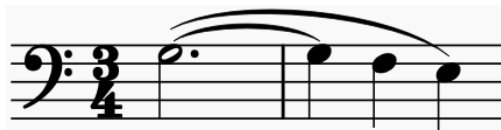
At m. 23, the ensemble will need to play dynamics as a group, with swells and decays led by the melodic line. Supporting parts should join in these dynamic swells, even if not written in their parts. In this section, we also see the dotted quarter note rhythm appear. The conductor should help the ensemble to play full value and to maintain air and energy all the way to the eighth note on the “and” of beat two.

Figure 4.10 Dotted Quarter Note Rhythm in Trumpet 1; m. 27



In m. 33, a new rhythmic idea is introduced, with three descending quarter notes. These are slurred, and should be played flowing and connected, while pushing energy forward and with a slight *crescendo* as they lead to the start of the next phrase. They also come off a suspension, so players should push across the bar line into the quarter notes without break and full tone.

Figure 4.11 Three Quarter Note Rhythm in Trombone 1; mm. 32-33



Ticheli uses a wide range of dynamics in this movement, ranging from *pp* to *f*. With *crescendos* and *decrescendos* leading these, the ensemble should work to play to the extremes of the dynamics with good tone and intonation. In mm. 39-40, the entire ensemble *decrescendos* to a *pp*

dynamic, and releases on the “a” of beat two. This is an uncommon way to notate a release, and as most ensembles will not be used to it, will require care to ensure the ensemble releases together and in the correct spot.

Figure 4.12 Dotted Eighth Note Release in Alto Saxophones; mm. 39-40



While not often in this movement, Ticheli does include the use of accidentals throughout. As seen in Figure 4.13 in the clarinet 1, and again in m. 44 in the clarinet 2, most of these accidentals are chromatic in nature. Otherwise, the melody sticks to the D dorian scale for this movement.

Figure 4.13 Accidentals in Clarinet 2; mm. 44-45



Ticheli uses slurs as the primary articulation for this movement. Often, these slurs also double as phrase markings, showing the player how to phrase the line, such as in the alto saxophone 1 and 2 lines in mm. 47-49. Players should take care to maintain consistency of air and accuracy of fingering to ensure the lines are in time and in style.

Figure 4.14 Demonstration of Slurs in Alto Saxophone 1 and 2; mm. 47-49



The third time the melody is stated, starting in m. 50, it is accompanied by a countermelody while the melody is scored in the clarinet 2, alto sax 1, trumpet 2, trombone 1, and euphonium. It will take careful attention to achieve balance between these two parts. Players

should also note where slurs are indicated, and when their line needs to come out over the other line, and vice versa.

Figure 4.15 Melody and Countermelody in Oboe 1 and 2; mm. 50-53



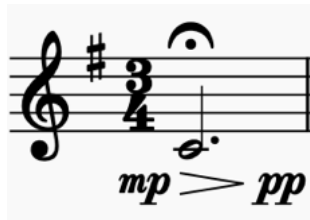
The flowing style continues until m. 62, where the flutes, trumpet 1, and xylophone introduce the first stylistically contrasting line in the movement. Playing a line consisting of sixteenth and eighth notes, these players must play with a firmer front to the notes and more space in-between them. The rolls on the xylophone should be aggressive and come slightly out of the texture. Rhythmic accuracy, especially on the syncopated entrance in m. 62, is required.

Figure 4.16 Contrasting Style in Flute 1; m. 62-66



The remaining measures of this movement are very similar to the beginning sections. Players should play with full tone, correct articulations, and dynamic range. In m. 72-74, the piece slows down with a *ritardando* to quarter note equals 40 beats per minute. Ensemble members will need to work together and watch the conductor to align this slow down. A final suspension over mm. 72-73 will need breath support. The piece ends with a *fermata*, which should fade out to a *pp* dynamic. The release of the note should be done with an air release, easily achieved by taking a slight breath in to stop the air.

Figure 4.17 *Fermata and Decrescendo* in Horn 1; m. 74



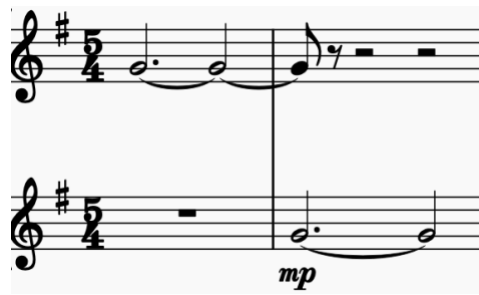
The second movement begins in F major, and is written in 5/4, 3/4, and 2/4 meters. In terms of technical issues, due to the repetitive nature of this piece, many ideas are restated exactly. However, there are moments where an articulation or note length is slightly changed, and ensemble members need to be prepared for this. It starts with the main melodic line presented in the sand blocks, as seen in Figure 4.3, while drones are being held in the bassoons, clarinet 1, and tenor saxophone. These players will need to sustain air and stagger breathe to match the notated length of the drones. It is imperative that the sand blocks set the correct tempo and articulation of this rhythm so that all can match when they enter with this line.

Figure 4.18 *Drone* in Clarinet 1; mm. 1-5



Trombone 1 and trumpet 1 enter with straight mutes in m. 5; these mutes are not intended for a volume change, but rather a color change, therefore players will need to play out with the mutes in. Often, the droned notes will release as another instrument takes over for them, and players should ensure they hold the entire length of their notes with full tone to ensure this seamless transition is achieved.

Figure 4.19 Handoff of Drone Notes in Clarinet 2 and 3; mm. 8-9



In m. 13, Ticheli demonstrates his use of accents to show phrasing. Players should put emphasis on the accented notes, both for the purpose of articulation, and to achieve the duple or triple feel intended. Often, the accompaniment part plays rhythms that further accent this feel.

Figure 4.20 Accents in Flute 1; m. 13



Ticheli also notes in the composer's notes that while the movement is in 5/4 time, at the faster tempo it is written in, it is easier and more natural to feel it as a 6/8 + 2/4 feel. The accents above show how this is seen in the written notation. Ticheli also notes it will be easier for your students if you start rehearsals in the traditional 5/4 pattern, and then transition to conducting a 6/8 + 2/4 pattern as they become more familiar with the music. This pattern will help them to play this feel more precise and naturally. He notes when he conducts this piece, he enjoys switching back and forth between the two, depending on how the music causes him to feel.

These ideas cover the music until we get to m. 35, where the dynamics of this piece become more alive with a large *crescendo*. As with the previous movement, the dynamics in this movement range from *p* to *fff*, and students should continue to take care in playing with quality tone and intonation at all extremes of the dynamics. In m. 37, more aggressive and accented lines are introduced. These notes should be played with fervor, but still maintain clean fronts and

releases to the notes and have tone quality that is representative of the music. The long tones that enter on beat three in the low voices should start aggressively and then back off so the melodic line can be heard.

Figure 4.21 Accented Long Tones in Trombone 2 and 3; mm. 39-40



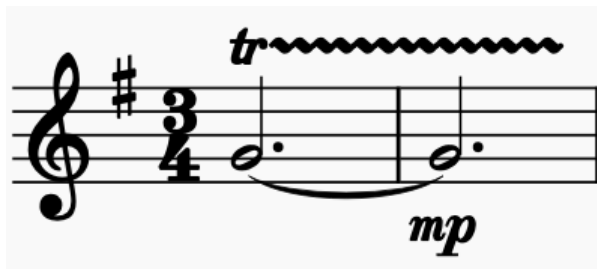
This aggressive style continues until m. 69, and the ensemble should work to play with full dynamics, but not give away the end of the piece too early. At m. 69, we return to variations of the original theme, and all previously mentioned technical considerations should carry over. A large *crescendo poco a poco* at m. 74 should be worked so the line does not achieve the desired volume prematurely. In m. 81, a sixteenth note run in the upper woodwinds is introduced and players need to make sure this run not only starts and ends in the precise vertical spot, but also has clarity of pitch and intonation throughout.

Figure 4.22 Sixteenth Note Run in Clarinet 1; mm. 81-82



At m. 82, everyone plays an aggressive descending line. Much like the low brass line earlier analyzed, players should work to ensure it is played aggressively, but with rhythmic and tonal accuracy, as well as clean fronts and releases to notes. Trills in the clarinets, starting in m. 86, should be subtle, yet present. Consistency of the trill is also important. As noted, players should trill above the written pitch.

Figure 4.23 Trills in the Clarinet 1; mm. 86-87



A change of tempo with a *ritardando* at m. 86 to quarter note equals 88 beats per minute at m. 88. Flutes join in with trills and should follow the same preparations as the clarinets. The melody uses *tenuto* articulation markings, the one and only time this is seen in this piece, and players should play the notes with full value; playing as connected as possible without it becoming a slur.

Figure 4.24 Tenuto Line in Tenor Sax; mm. 88-89



The movement returns to the original tempo, marked as Tempo I, at m. 92. The main melodic line returns, and the bassoons emphasize it with an accompanying line. This line uses *staccatos* on the final two quarter notes of each phrase, showing a desire for a lighter style. Players should take care to ensure these two notes are spaced and light, but not shorter.

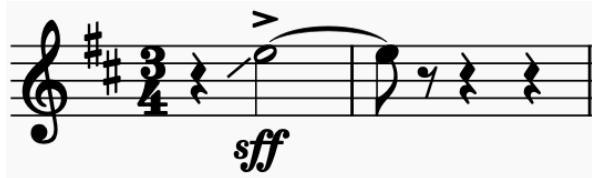
Figure 4.25 Staccato Accompaniment in Bassoon 1; m. 92



The use of these considerations applies to the music through m. 103. At m. 104, we return to the earlier theme seen described prior to Figure 4.13, once again needing the considerations given for the accented long tones in the low brass. This continues through m. 119. At m. 120,

most of the ensemble is playing accented notes, and the horns and alto saxophones are given *glissandi* on beat two. These *glissandi* should be aggressive and come out of the texture, while maintaining the tone required by the piece.

Figure 4.26 *Glissando* in Alto Saxophone 1 and 2; mm. 121-122



The piece wraps up with closing material at m. 126, and trills in clarinets and saxophones should follow the considerations given prior to Figure 4.23. The grand pause at m. 130 should be worked to ensure no instrument allows for a spillover of sound. The final notes in m. 132 should be played with firm fronts of the notes and full tone. Written at a *fff* dynamic, ensemble members should work to not allow the tone of their instrument to get away from them at this extreme dynamic. Chokes in the percussions will help align a clear and confident ending.

Unit V. Stylistic Considerations

La Belle et Le Capitaine is in a flowing and lyrical style, emulating the singing of a ballad. Since both movements are based on folk songs, the original text and recordings done by John and Alan Lomax will influence the style needing to be played. As the alto saxophone starts the movement with a solo, as see in Figure 4.1, Ticheli is purposeful with the use of slurs and tongued notes. We can infer, based off the use of slurs with text in Figure 4.14, the slurred notes indicate where vowels or soft consonants would be, and articulated notes indicate the more articulate consonants. For the players, this means on slurred notes, not only must the air be consistent and without stoppage but have a level of energy and intensity in the middle that one would when singing. The opening alto saxophone and clarinet 1 lines present a lamenting and

reflective style; players should play relaxed but with intensity. In mm.15-16, a B-flat major chord to D minor chord give a sad resolution to the opening statement.

At m. 17, when woodwinds and upper brass join in on the second statement of Theme A, this fuller orchestration gives a deeper and thicker pouring of passion into the melody, as if reaching deeper within. Sixteenth notes, as seen in Figure 4.9, should be relaxed and clear. This continues, with swells up and down, until m. 28. At m. 29, the addition of oboe 1 helps to brighten the timbre of the ensemble. M. 34, however, brings a return to the darker timbre as the oboe drops out. *Tenuto* quarter notes in the harmony help to show a desire for stress of emotion and intensity. Players should play with full value and provide full, forward driving air through the note.

Figure 4.27 *Tenuto* Quarter Note in Clarinet 3; m. 37



In m. 39, the flutes take over the melody, and with only clarinets beneath them, the style becomes one of hollow and empty grieving. As the flutes are in the middle of their register, must support and play without *vibrato*, staying relaxed in both tone and tempo. As the alto saxophone again joins the melody at m. 44, the line starts to decay and die away at m. 48, requiring air support to keep the style, before suspended cymbal enters at m. 49 and provides a sense of increased emotion. Through this, we arrive at m. 50, where the ensemble conveys agony and raw emotions. Players should play unreserved, but within the *mf* to *f* dynamic. Notes should not become accented or heavier on the front as this emotion goes, but still ballad like.

At m. 56, the third statement of the main melodic line, provides both melody and countermelody. There is a tension between these two lines, as if fighting for the right to come out

of the texture, however players should ensure tension remains throughout. At m. 62, a new voice enters the conversation, in the flutes, oboe 1, trumpet 1, and xylophone, as seen in Figure 4.9. This line, separated and slightly accented in style, should starkly contrast the melody and counter melody. The style is one of an ominous strength. At m. 67, we reach the climax of emotion, in which the ensemble should play with the most emotion possible. Vertical alignment on moving notes and sustain of air will help maintain the emotion needed for this. As the emotion dies down, the piece trails off and fades to *pp* slowly. Players should be sure to use air releases instead of tongued releases to create the stylistically appropriate release that allows the energy and sound to resonate.

Belle is contrasting in style to the first movement, as it is much more jovial and dance-like. It is once again based on a folk song, and the use of slurred and articulate notes line up with the original spoken words in the same manner as the first movement. As seen in Figure 4.28, the grace notes are replaced with an accent on the “and” of two. The repetitive style of the original lyrics is seen through the repetitive style of this movement. There is a constant switch between a duple and triple feel in this movement. In the introduction, we are given a style of soft excitement and repressed energy. In m. 5, the trumpet soloist introduces the melody for the first time, and must do so by playing spaced, yet light, and giving full length to the two dotted quarter notes at the end of each measure. Micro dynamics, not written, should follow the contour of the line, both in this solo, and throughout the piece.

Figure 4.28 Trumpet Solo; mm. 5-8



In m. 9, the repressed energy seems to start dying away, before flutes and oboes introduce Theme B in m. 11. This introduction gives us a feel of being aloof and light-footed, however, wanting more. Now, with an accent on beat one as well as the “and” of two, the triple feel is felt between the duple feels. As the orchestration thickens at m. 17, there is a sense of growing energy and excitement building. Players should take caution to push the energy but not rush the tempo or shorten the value of notes. At m. 22, the style starts to open, having a more lilted and lighter feel as the upper woodwinds take over the melody. Their melody is driving, yet careful, so players should be sure to not overplay dynamics or articulation.

As the brass takes the reins on the melodic line at m. 31, there is suddenly a feel of bold confidence and emphatic triumph that takes over. Through a *crescendo* through the triple feel in mm. 35-36, the ensemble reaches a moment of *fff* dynamic at m. 37. In this section, we now have a very happy and upbeat melody, while being interrupted at the ends of phrases by a dark and brooding low brass hit. Players should be aware of Ticheli’s use of orchestration to build dynamics from mm. 1-38 and allow his writing to help with the dynamics and not force the style.

Once the music reaches m. 44, there is firmly a dance-like rhythmic feel set, however with a sense of chaos and on the verge of out of control with the meter and rhythm changes through this section. While chaotic, the ensemble should work to maintain the flowing sense to the melodic lines and grow into m. 52. The style continues from mm. 52-68, however with a sense of conversation between the gentler melodic line and the more abrasive line in the low brass. At m. 69, the trumpet soloist returns, however this time bringing a heroic style and a sense of stability. Emphasis on the accents and intensity through slurred notes will help with this. At m. 74, the entire ensemble drops to a *p* dynamic and builds through to m. 82. A sense of building intensity and forward motion is needed and can be helped by a slight increase on the weight of

all notes. At m. 82, there is a brazen style of intense chaos and curious conflict throughout the ensemble. Additional weight, specifically on accents, will help with this, as well as a *crescendo* through the descending lines.

Figure 4.29 Descending Line in Trombone 1; m. 82



At m. 88, we reach a calm and soothing section, led by a *tenuto* line that is almost in the nature of a lullaby, before gently coming to a sustain on a *fermata* in m. 91. Immediately coming out of the *fermata* at m. 92, trumpet 1 returns us to the original playful feel at the original tempo, however with slightly more energy brought to the style, due to the bassoon and marimba lines. At m. 96, the addition of castanets is seen, in which they are playing the same original rhythmic line the sand blocks introduced in the beginning. However, this color change brings a more Latin feel to the dance-like groove. M. 101 brings a return to Theme B and the aloof and lighter feel, and low brass returns to punctuate the ends of phrases with abruptness as m. 104. This drives forward into m. 113, however the notes in the low brass become less abrasive in nature and bolder; players should work to achieve a more triumphant sound with purer tone quality than previously played on these notes.

At m. 114, we have a transition section with a complete style change. Ticheli thins out the orchestration and removes the main melodic motive for the first time. With a stagnant feel, only moved forward by the bell tones in the brass; the piece seems to die away before a percussion soli regain energy and articulation, driving us forward in rhythm and volume into m. 120.

Figure 4.30 Percussion Soli; mm. 118-119

Timpani *mf*

Perc. 1 (Xylo.)

Perc. 2 *mf*

Perc. 3 *mf* *cresc.*

Bs. Dr. *mf*

This brings us to the climax of sound in the movement, with the entire ensemble returning with a suddenly bold and exclamatory sound. The melodic lines should play this majestic and boldly, driving forward, but not rushing as they relish in this new and pure sound.

At m. 126, the closing material enters, with a three-note pattern starting in a new instrument every beat. Players should play these spaced and light, however with slight front on the note, even though they are not marked so. Trills in clarinets and saxophones help drive the energy forward until an abrupt halt at m. 130. M. 131 brings a final restatement of the main theme, this time with the most energy, volume, articulation, and best tone quality of the entire piece, before ending on beat two with an accented yet resonant ensemble eighth note.

Unit VI. Musical Elements

La Belle et Le Capitaine is written in D dorian, which is a mode often associated with folk music, dating all the way back to Gregorian chant (Traditional Music Library, 2019). Dorian is a mode often associated with having a mystical and energetic sound (The Dorian Mode-Become a Pro Composer, 2020). Based on the D minor scale, which Ticheli alludes to in this movement, we also can portray somber and melancholic feelings (Richard, 2023). In the opening alto saxophone solo, as the main theme is stated, the soloist should play freely and with vibrato if

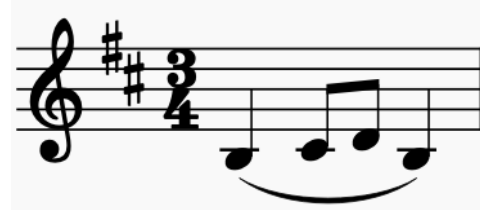
As more voices start to join in m.7, starting with clarinet 1, entrances in the accompaniment should support, not overpower, the soloist. The clarinet 1 harmonic line should sit just below the alto saxophone in volume and attempt to match the style and passion. At m. 17, we get the first fuller ensemble moment of the piece. Harmonic lines have many dynamic changes written within their parts, and should play them with intent, but not to overpower the melodic lines. Players who play the melodic line should ensure there is no break over bar lines, regardless of if there is a slur or not. Mm. 19-20 is a great example, as even though it is between three bar phrases, a break in sound here would cause the music to become abrupt and jagged. Stagger breathing, within sections and throughout the ensemble, will help to cure this throughout the entire movement.

The first staff of music is in treble clef, key of D major (two sharps), and 2/4 time. It contains two measures. The first measure has a quarter note D4, an eighth note E4, a quarter note F#4, and a half note G4. The second measure has a half note A4, a quarter note B4, and a quarter note C5.

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diminuendos and dies out, however, harmonic lines can bring out their moving notes, to help sustain energy and forward motion through the bar line.

Figure 4.32 Moving Line in Clarinet 3; m. 38



M. 44 brings us back to thinner texture, with flutes, clarinets, and alto saxophones comprising the orchestration. Playing the melodic line, now unsupported, requires these players to play with full tone and without break, allowing musical lines to be shaped and led by the alto saxophone. A suspended cymbal roll in m. 49 emerges and should be played with 70 percent of the *crescendo* on the roll happening in the last two beats of m. 49. The return of Theme A and full orchestration at m. 50 will require the music to be balanced, so all parts are equally balanced, with the melody residing just above the rest. Listening will be key, as players should bring out their parts musically when they have moving lines and others have sustained. Suspended cymbal should continue to roll in the way previously mentioned. As the countermelody enters for the first time at m. 56, as see in Figure 4.15, musical tension between this line and melody should be encouraged and not allowed to dissipate. Allowing alto saxophone to lead the melodic line and clarinet 1 to lead the countermelody will help to achieve the timbre and dynamics necessary.

In m. 62, the flutes lead a new line, as seen in Figure 4.16, and while not marked with articulations, should be played with more space between the notes and more front on the notes, to help achieve the musical idea. The full ensemble *crescendo* that happens here should allow for 70 percent of the *crescendo* to happen in m. 66, led by the descending line in saxophones, trumpet 3, and horn 2. An aggressive and emphatic downbeat in m. 68 will help sustain the full

volume of the climax that started a measure previously and should not decay in volume until beat two of m. 69. In mm. 70-71 the ensemble should provide the fullest and most aggressive dynamic swell of the movement, while maintaining musical integrity. The final held note, and subsequent fade in m. 73, should still contain full tone and musical intent, allowing for a release that is resonant, and a few moments of silence after the fade.

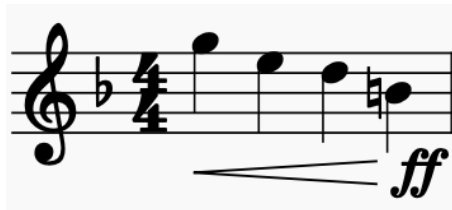
Belle is written in the key of F major for most of the movement, a key that is described as portraying full peace and joy, but also can express a light passing regret (Buja, 2016c). This is fitting for a folk song based on someone who is in love but sells their horse for that love which is not reciprocated. As the movement starts with percussion 2 presenting the main rhythmic idea, as seen in Figure 4.3, it is important emphasis is placed on the accented notes and the ensemble, playing or not, finds the pocket of the rhythmic groove. As the trumpet 1 solo enters, they should ensure the style mentioned in Unit 5 also is played with a more mellow tone quality. In m. 12, with the introduction of Theme B, players should still emphasize accented notes, but slightly less firm than before, and sustain air through the bar lines. Those playing the *ostinato* accompaniment should be heard, but in the background. As Ticheli alternates between Theme A and B at m. 22, players should work to emphasize the 6/8 + 2/4 feel, seen in Figure 4.4, through emphasizing accents, and push energy through the duple feel. As brass takes over at m. 31, the ensemble should embrace the change in timbre and save 70 percent of the *crescendo* in mm. 35-36 for the last two beats of m. 36.

Theme A' enters in m. 38. Melodic lines should maintain the same musical considerations, however with slightly more front and volume and not release until the low brass enter on beat 3 of each two-measure phrase. As the movement once again trades between variations on Theme A and Theme B, players should emphasize the slurs in the melodic lines to

help with musical phrasing. Emphasis and *crescendo* can also be put into any descending lines.

In m. 51, a *crescendo* in the woodwinds and trumpet is played, as all play four quarter notes, and players should get slightly louder on each quarter note.

Figure 4.33 *Crescendo* seen in Flute 1; m. 51



In m. 52, interplay between the melodic line and the accented brass line should be encouraged. Balance in the brass should be examined, to ensure correct timbre, and all accents can be played with more fervor than previously played. In m. 58, players will need to relax the energy and play with lighter fronts as Theme B returns, as well as place slight *crescendos* on all ascending lines. This continues through to the return of the trumpet 1 solo at m. 69, once again needing to be played with a mellow, yet excited tone. Theme A'' returns most previously mentioned considerations, with players needing to enter and then back off when playing sustains. In m. 82, a new Theme C requires players to shock the audience with the sudden change in musicality, playing with punch and *marcato*, before decaying into m. 88. Releases in mm. 86-87 should be done in time and with resonance. In m. 88, tenor saxophone should lead the *tenuto* line seen in Figure 4.24.

The return of trumpet 1 leading Theme A at m. 92 should have the same considerations as m. 5, but with more energy and volume. Melodic lines should push energy through the ends of phrases, but not *crescendo*. This section musically is repetitive of the first 73 measures, but with more volume and fervor. In m. 113, a slight *crescendo* should be placed on the descending quarter note line in the woodwinds.

In m. 114, bell tones in the lower voices should be played with front to the note, and allow for resonance after each one, while still driving forward. In m. 121, all play dotted quarter notes, and players should work to not drag this 6/8 feel, with a slight growth in sound on each one. This is the most accented and volume section in the piece. As the three-note pattern appears in the closing material in m. 126, the first two notes of each new entrance should be slightly louder than the written volume. Silence in m. 130 can be held, but not to the point where it is uncomfortable for the audience. As the ensemble performs the final statement in mm. 131-132, notes should still be tuneful and not harsh.

Unit VII. Form and Structure

Cajun Folk Songs is a piece 206 measures and 6 minutes and 30 seconds in length. It is comprised of two movements, titled *La Belle et Le Capitaine* and *Belle*. This piece is written for a wind band comprising of piccolo, flute, oboe, bassoon, B-flat clarinet, E-flat alto clarinet, B-Flat bass clarinet, E-Flat contrabass clarinet, alto saxophone, tenor saxophone, baritone saxophone, trumpet, horn, trombone, euphonium, and tuba. In terms of percussion, this piece requires xylophone, marimba, a small, suspended cymbal played with yarn mallets, a pair of sand blocks (or cabasa if unavailable), a medium-large triangle, castanets (mounted or Epstein brand), tambourine, four toms, and bass drum. There are shared elements between the two movements, such as phrase structure, but melodies and rhythmic ideas are contained within their respective movement.

La Belle et Le Capitaine is 74 measures in length and approximately three minutes in length. This movement is written in ABA form. The overall phrase structure for most of the piece is five measure phrasing, with a combination of three measures plus two measures forming

it. The piece opens with a 6-bar introduction section, written tempo being quarter note equals 63 beats per minute and flowing, before starting Theme A at m. 7.

The introduction is in D dorian, as is the entire movement, and follows a common i-v-i chord progression. Theme A, starting on an A minor chord, lasts through m. 22. The chord progressions used in this section are common, consisting of i-IV-v and VI in the key of D dorian. In mm. 9-11, Ticheli uses a cadential 6/4 progression to create tension, going to an A minor chord. Usually these go to a dominant chord, however in this case, going to the minor v, presents a sense of unease, which plays to the style.

Figure 4.34 Chord Progression; m. 9-11

D minor	Bb Maj - D min 6/4	A minor
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In m. 23, we reach a transition section, lasting through m. 28. This transition section hints at D minor, with the use of an F major and B-flat major chord. At m. 29, we reach Theme B. This theme will last a significant amount of time, going all the way through m. 49. Theme B is highlighted by the addition of first oboe to the melodic line. This section is almost exclusively D minor, A minor, and G major chords, outlining the i, IV and v chords of D dorian. A concert pitch D is often droned in the lower voices, specifically tuba, to help emphasize the tonality in this section.

The melodic line is broken into two chunks in this section, with the first part consisting of six beats over three 2/4 bars, and the second part consisting of six beats over two 3/4 bars. This use of metric manipulation, as seen below, helps to show the difference in where Ticheli would like phrasing, as well as how the words originally set to this melody helped that phrasing.

Figure 4.35 Melody in Oboe; m. 29-33



This phrasal structure is repeated twice, and then at m. 39, it is slightly changed with the second part of the melody consisting of two beats over a 3/4 + 2/4 combination, perhaps foreshadowing to the metric structure of movement two. However, the overall phrasal structure of three measure plus two measures, or a “macro five”, in which this movement is built, is maintained.

Figure 4.36 Phrasal Structure; m. 29-43

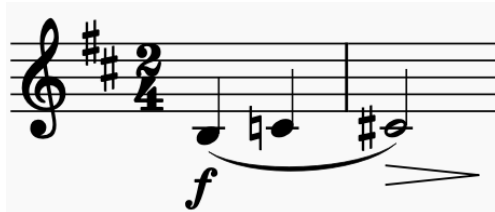
Measure #	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43
Form	Theme B														
Phrase Structure															

At m. 50, we return to Theme A, which also happens to be the buildup to the climax of the movement at m. 67. In m. 50, we see the main melodic idea from Theme A being presented for the third time, with a new countermelody also being played. The melody and countermelody interplay, with one generally playing while the other sustains, as seen in Figure 4.15 in the oboes 1 and 2, as oboe 1 plays the counter melody and oboe 2 plays the main melodic line. This interplay continues through m. 66. D minor chords, in root form, 2nd inversion, and with added sevenths dominants to the harmonic progression of this section. The occasional G major and B-flat Major chords give a sense of brief hope and reprieve from the minor nature.

At m. 62, the flutes, oboes, trumpet 1, and xylophone introduce a spaced, fanfare-like countermelody, as seen in Figure 4.16, while the melody and previous countermelody persist in the other instruments. This section has a *crescendo poco a poco*, building in intensity, texture, and volume to the climax at m. 67. The entire ensemble plays a D minor chord on the downbeat, with some voices moving on beat two. Clarinet 3, alto clarinet, and horn 1 move to a concert B-

flat on beat two, further emphasizing the tension in the climax, and slightly taking us to D minor. It is also a chromatic motion, as they play a concert B-natural on the downbeat of m. 68, as the ensembles goes to a G major chord.

Figure 4.37 Harmonic Motion in Clarinet 3; mm. 67-68



The movement grows in volume one last time, to m. 71, before dying down to m. 72. Clarinets, saxophones, and horns gives us a short iteration from Theme A one last time, while also performing a *ritardando* to take the tempo down to quarter note equals 40 beats per minute. At m. 74, those players hold a D minor chord in 2nd inversion, with concert A being the lowest voiced note, before fading away to *pp* and eventually nothing.

Table 4.4 Orchestration Table for *Cajun Folk Songs, La Belle et Le Capitaine*

Measure	Orchestration
1	Alto Saxophone Solo
8	Alto Saxophone 1 and Clarinet 1
17	All Woodwinds and Upper Brass
29	Clarinets, Oboes, Bassoons, All Saxophones, Trumpets, and Trombones
40	Flutes and Clarinets
44	Flutes, Clarinets, and Alto Saxophones
50	All Wind Players and Percussion 2
62	All Wind Players, Percussion 2, and Timpani

72	All Woodwinds and Horns
----	-------------------------

Belle is the second movement of this piece and is 132 measures and approximately 3 minutes and 30 seconds in length. This movement is in strophic form, introducing a melodic line, and playing variations on it throughout its development. The movement is primarily in the tonality of F major, with brief changes to closely related keys of C major, B-flat major, and G minor, as well as touching on less related keys of E-flat minor and G-flat major. The written tempo is quarter note equals 152-160 beats per minute, however as previously stated, Ticheli recommends a tempo of quarter note equals 160-168 beats per minute. The phrase structure for this movement has more variety than the first movement, however, it is generally comprised of three bar and two bar phrases. Within those phrases, metric modulation also adds to the phrasing, with 5/4 forming much of the piece, however 3/4 and 2/4 contribute largely as well.

The movement begins with a four-bar introduction, in which tonality of F major is established in the bassoons, clarinets, and tenor saxophone. Percussion 2 introduces the main rhythmic idea in the sand blocks, before being joined by oboe 1 and alto saxophone 1 at m. 3. At m. 5, Theme A is introduced, lasting through m. 11. Here the dynamics die down to a *mp*, and the melody is added to the rhythmic motive by trumpet 1, as seen in Figure 4.28. Theme B is introduced by the flutes and oboe 1, while oboe 2 and clarinet 1 play the *ostinato* as accompaniment underneath. As seen in the oboes, this *ostinato* accompaniment is important for outlining the structure of the micro phrases within the melodic line.

[illegible]

Figure 4.39 Example of Woodwind *Ostinato* in Clarinet 2; m. 31



83

Figure 4.40 Example of Concert G-Natural in Trombone 1; m. 43



At m. 44, a single iteration of Theme B is played, with tonality emphasized by B-naturals in the upper woodwinds. M. 48 brings Theme A' back, now in G minor, growing with a large *crescendo* in m. 51 to a *ff* dynamic. This continues through m. 52, before Theme A' continues. Now in B-flat major, the melody outlines a B-flat major 7 chord in mm. 53-54.

Figure 4.41 B-Flat Major 7 Chord Outlined in Flute 1; mm. 53-54



In this variation, the low brass continues to accentuate the ends of the phrases, however with ascending quarter notes rather than long tones. M. 58 brings a return of Theme B, used as a transition section for the tonality. Flutes, clarinets, and xylophone carry the melody throughout here, while oboes and alto saxophones play the rhythmic *ostinato* line. This continues through m. 63, before Theme A' returns one last time, now in E-flat minor, emphasized by concert pitch A-flat and E-flat in the melody and concert pitch G-flat in the *ostinato* line. This is played twice, before a return to Theme B in m. 69, in the tonality of G-flat major, as concert pitch D-flats further reinforce this.

Concluding at m. 73 after one iteration, a new Theme A'' is introduced at m. 74. Back in familiar territory of F major, this theme starts at a *subito mp* dynamic and builds in two bar phrases through a *crescendo poco a poco* through m. 81 to a *ff* dynamic. In m. 78, concert F-sharp and B-natural show a brief touch on a tonality of D major, and addition of concert G-sharp

in m. 80 gives us a detour through a tonality of E major. Using 7th chords, Ticheli used a chromatic tonality transition to get us back to F major in m. 82.

Figure 4.42 Harmonic Motion and Tonality; mm. 78-84

Tonality	D Major	E Major	F Major
Harmonic Motion	D7	E7	F Major Triad

A new theme, labeled as Theme C, is introduced in m. 82. This theme, built on a two-measure melodic idea, is a pseudo climax, before dying down and leading us into a transition section at m. 88 through a *ritardando* at m. 86. In this transition section, the ensemble now plays at quarter note equals 88 beats per minute and is at a *mp* dynamic that leads to a F major *fermata* on beat three of m. 91. Of note, from m. 35 to this *fermata* at m. 91, Ticheli uses solely 2/4 and 3/4 bars, however the 5/4 feel is felt within this setup. Flute 1, clarinets, tenor saxophone, horns, and euphonium hold their *fermata* note into the next measure, as bassoons, baritone saxophone, and marimba immediately start into Theme A at the original tempo in 5/4. This reprise of the opening, with more texture and now in the key of C minor, lasts through m. 100. The marimba drives home this new tonality of C minor using concert E-flats and a return to concert pitch C on every upbeat.

Figure 4.43 Marimba; m. 93



At m. 101, Theme B once again returns for a singular repetition, also in C minor. Melody in upper woodwinds and brass, with an *ostinato* also in those sections, highlight this. Theme A'' returns in m. 104, this time in A-flat major, as the melodic line outlines an A-flat major chord.

Figure 4.44 A-Flat Major Chord Outlined in Trombone 1; mm. 104-105



This continues through m. 109, where a new Theme B' takes over at m. 100. This is differentiated from Theme B, as the back half of the melodic line is changed.

This is also in C major, as the low brass drones a concert pitch C-natural. Only played once, this takes us into m. 114, where we have a six-measure transition section, taking us back into F major. Using the ascending quarter notes from previous variations of the A theme, the main melodic idea is not present in this transition section, outside of a percussion break at mm. 118-119, where they use the main rhythmic idea, and a *crescendo* to *ff*, to take us to the climax of the piece at m. 120.

At the climax, Theme A returns in its original tonal center of F major, however this time *ff* and accented. The melody is stated three times, in two measure phrases, before giving way to the final six measures of closing material from mm. 126-132. The closing material is a three-note pattern consisting of D, F, and G, with a new voice entering with the line every beat until m. 130, where a grand pause calls for complete silence. Mm. 131-132 restate the main melodic line one final time, ending at a *fff* dynamic. Interestingly, from mm. 104-132, Ticheli uses solely two measure phrases, allowing for combinations of 3/4 and 2/4 to create the 5/4 feel this movement is known for.

Table 4.5 Orchestration Table for *Cajun Folk Songs, Belle*

Measure	Melodic Scoring
1	Bassoons, Clarinets, Tenor Saxophones, and Percussion 2
5	Bassoons, Clarinets, Tenor Saxophones, Trumpet 1, Trombone 1 and Sand Blocks
11	Clarinet 2 and 3 and Trumpet 2
12	Flute 1, Oboe 1 and 2, Clarinet 1, 2, and 3, Trumpet 2, and Percussion 2
17	All Woodwinds and Percussion 2
28	All Woodwinds, Percussion 2, and Xylophone
31	Flutes, Oboes, Clarinets, Tenor Saxophones Trumpets, Horns, Trombones, Euphonium, and Bass Drum
38	Full Ensemble
44	Flutes, Oboes, Bassoons, Clarinets, Alto Clarinet, Bass Clarinets, Alto Saxophones, Baritone Saxophones, Trombones, Euphoniums, Tuba, and Triangle
53	Full Ensemble
58	Flutes, Oboes, Clarinet 3, Alto Clarinet, Alto Saxophones, and Xylophone
60	Flutes, Oboes, Clarinet 3, Alto Clarinet, Alto Saxophones, Tenor Saxophones, and Xylophone
61	Piccolo, Flutes, Oboes, Clarinet 3, Alto Clarinet, Alto Saxophones, Tenor Saxophones, Horns, Trumpets, and Xylophone
64	Clarinets, Bassoons, Alto and Bass Clarinets, Horns, Trombones, Euphonium, Tuba, and Tom Toms

71	Piccolo, Flutes, Clarinets, Alto Saxophones, Tenor Saxophones, Trumpet 1, and Xylophone
74	Full Ensemble
88	Flutes, Clarinets, Tenor Saxophones, Horns, and Euphoniums
92	Bassoons, Trumpets, and Marimba
96	Flutes, Clarinet 2 and 3, All Saxophones, Trumpets 1 and 2, Trombones, Euphoniums, Tubas, and Percussion
101	Full Ensemble
103	Piccolo, Flutes, Clarinet 1 and 2, Trumpets, Horns, Marimba, and Tambourine
106	Piccolo, Flutes, Clarinet 1 and 2, Alto Clarinet, Bass Clarinet, All Saxophones, Trumpets, Horns, Trombones, Euphoniums, Tubas, Marimba, and Tambourine
108	Full Ensemble
118	Bassoons, All Saxophones, All Brass, and Percussion
120	Full Ensemble
126	Piccolo, Flute 1, Oboe 1, Clarinet 1, Alto Saxophones, Tenor Saxophones, Trumpet 1 and 2, Horn 1, Trombone 1, and Suspended Cymbal
130	Silence
131	Full Ensemble

Unit VIII. Suggested Listening

Cajun Folk Songs II, Frank Ticheli

Blue Shades, Frank Ticheli

Seminole Wind, John Anderson

Irish Tune from County Derry, Percy Grainger

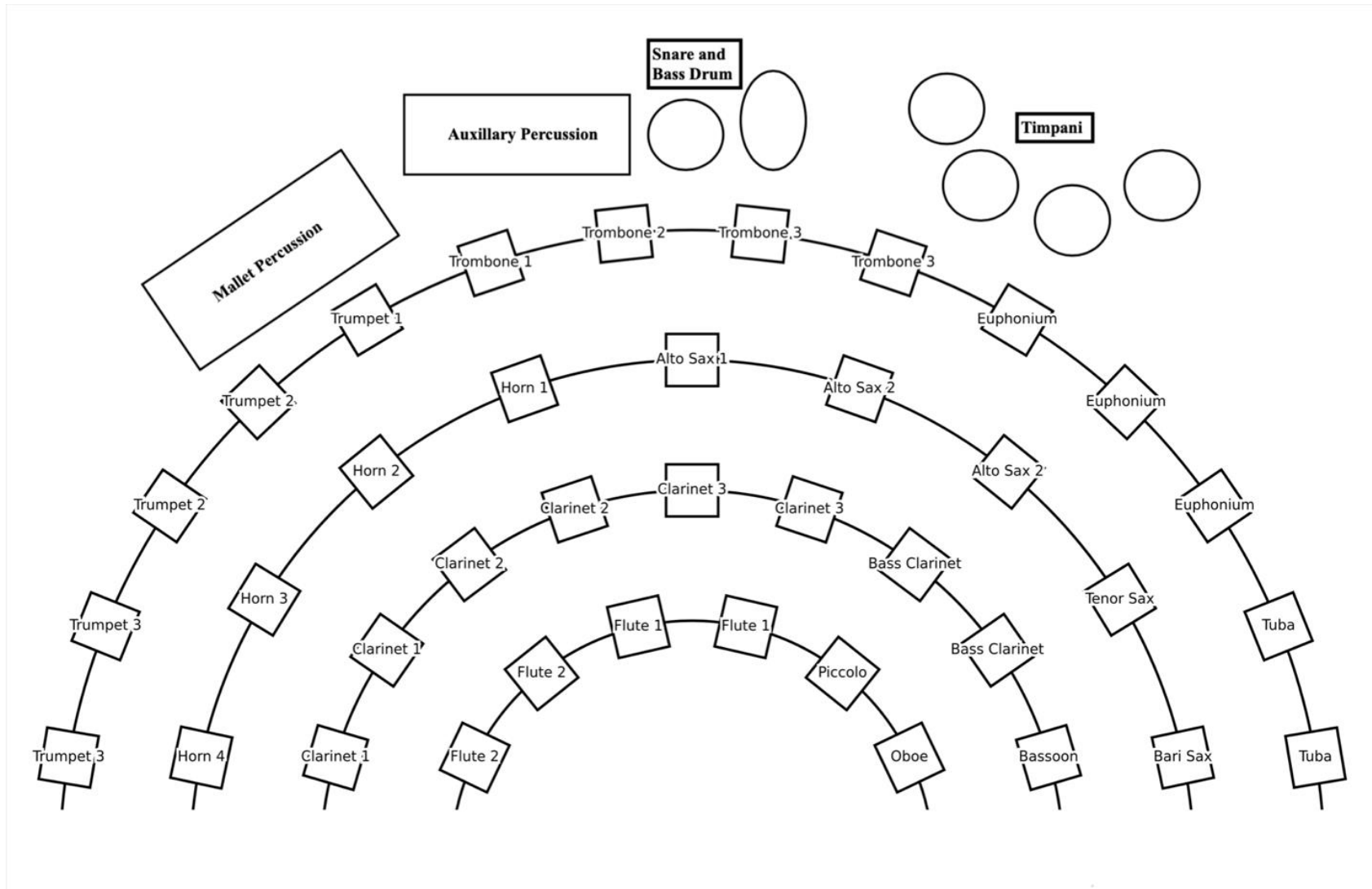
Folk Song Suite, Ralph Vaughan Williams

Song Without Words from *Second Suite in F*, Gustav Holst

Unit IX. Seating Chart and Acoustical Justification

The seating chart seen in Figure 4.45 reflects the set up used for the performance of *Cajun Folk Songs* by the Kansas State University Concert Band. The ensemble is set up this way to accommodate the size and space of the room, McCain Auditorium 201, as well as the needs of the other pieces being performed on the concert. Principal players are generally arranged towards the center of the band to allow ensemble members to listen in to them. The percussion is in a typical percussion set up, allowing for easy transitions between instruments and parts.

Figure 4.45 Seating Chart for KSU Concert Band



Unit X. Rehearsal Plans and Evaluations

Rehearsal Plan – Rehearsal #1

Ensemble: KSU Concert Band

Announcements: Introduce myself and give inspiring words.

Literature: *Cajun Folk Songs*

Time: 1:05 pm – 1:20 pm

Plan	Assessment
1. Full Run of the Piece (10 min) a. Goal is to not stop, however, restarting from key points if it does fall apart may be needed. 2. Work Mvt. 1 mm. 50-61 (5 min) a. Goal is to introduce the themes and get everyone playing. b. Have each line (melody, counter melody, and harmonic line) play separately so all can hear the three separate lines.	1. General intonation and correct notes will be informally assessed by the conductor as the ensemble sight reads the piece. a. The conductor will note anything that is below 80% successful for future work. 2. Rhythms and steady tempo will be informally assessed by the conductor as the ensemble sightreads the piece. a. The conductor will note anything that is below 80% successful for future work. 3. Using video recording, the conductor will do further review of the above topics to determine future lesson plans.

Rehearsal Plan – Rehearsal #2

Ensemble: KSU Concert Band

Announcements: Discuss some background on Frank Ticheli.

Literature: *Cajun Folk Songs*

Time: 12:40 pm – 12:55 pm

Plan	Assessment
1. Focus for today will be Mvt. 1, starting with mm. 17-28. (5 min) a. Focus on vertical alignment between all parts. b. Work on correct pitches and rhythms at a steady tempo. c. If the above is achieved, work on musical shaping. 2. Work mm. 29-49. (5 min) a. Focus on vertical alignment between all parts. b. Work on correct pitches and rhythms at a steady tempo. c. If the above is achieved, work on musical shaping. 3. Work mm. 17-49 (5 min) a. Work on connecting these chunks and continue to work on notes and rhythms.	1. Vertical alignment and proper starts and end to notes will be assessed by the conductor listening for the clear start and finish of harmonic and rhythmic figures and note lengths across the ensemble. a. The conductor will ask the ensemble if they felt this was achieved at 80% or high success and aim for this before moving onto the main lesson. 2. Correct pitches and rhythms will be assessed by the conductor. a. The conductor will listen and assess if this was achieved at 80% or higher success before moving on. 3. The conductor will assess themselves for steady tempo, clear time, and cues in their conducting. a. The conductor will reflect through video and work to improve areas that cause the ensemble issue.

Rehearsal Plan – Rehearsal #3

Ensemble: KSU Concert Band

Announcements: Discuss a little background of the 5/4 in Mvt. 2.

Literature: *Cajun Folk Songs*

Time: 1:05 pm – 1:20 pm

Plan	Assessment
1. Focus will be Mvt. 2, starting with mm. 92-114. (7 min) a. Focus on vertical alignment, correct playing of 5/4 time, and steady tempo. b. Work to achieve the groove, starting in percussion, and adding sections onto that. 2. Work mm. 1-37 (8 min) a. Discuss similarities to mm. 92-114. b. Focus on vertical alignment, correct playing of 5.4 time, and steady tempo. c. Work to achieve the groove, starting in sand blocks, and adding sections onto that.	1. Vertical alignment and proper starts and end to notes will be assessed by the conductor listening for the clear start and finish of harmonic and rhythmic figures and note lengths across the ensemble. a. The conductor will ask the ensemble if they felt this was achieved at 80% or high success and aim for this before moving onto the main lesson. 2. Correct pitches and rhythms will be assessed by the conductor. a. The conductor will listen and assess if this was achieved at 80% or higher success before moving on. 3. The conductor will assess themselves for steady tempo, clear time, and cues in their conducting. a. The conductor will reflect through video and work to improve areas that cause the ensemble issue.

Rehearsal Plan – Rehearsal #4

Ensemble: KSU Concert Band

Announcements: Remind ensemble about working parts on own!

Literature: *Cajun Folk Songs*

Time: 12:40 pm – 12:55 pm

Plan	Assessment
1. Work mm. 37-64. (7 min) a. Focus is on articulations, ensuring accents and emphasis are placed on the correct notes. b. If this goes well, the next focus will be on dynamics, specifically contrasting on <i>crescendos</i>. 2. Work mm. 65-91. (8 min) a. Focus is on articulations, ensuring accents and emphasis are placed on the correct notes. b. If this goes well, the next focus will be on dynamics, specifically contrasting on <i>crescendos</i>. c. Work on transitions between styles, as well as laying <i>ritardando</i> with the conductor will be a focus.	1. Articulations will be assessed by the conductor listening for the correct placement of emphasis in the line and correct length of notes. a. The conductor will ask the ensemble if they felt this was achieved at 80% or high success and aim for this before moving onto the main lesson. 2. Dynamics will be assessed by the conductor listing for the correct change in volume of sound by the ensemble, as well as contrast between varied dynamic levels. a. The conductor will assess if this is done at an 80% or higher rate before moving on. 3. The conductor will self-assess their ability to use impulse of will in guiding the ensemble through transition of styles, as well as tempo changes. a. Video review will assist the conductor in seeing what works and what does not.

Rehearsal Plan – Rehearsal #5

Ensemble: KSU Concert Band

Announcements: Discuss the meaning of the lyrics to Mvt. 1

Literature: *Cajun Folk Songs*

Time: 12:55 pm – 1:10 pm

Plan	Assessment
1. Work Mvt. 1 mm. 1-17 (5 min). a. Goal is to take what the ensemble learned in the full ensemble sections and apply it to solo playing. b. Focus will be on balance, blend, and musical line. 2. Work mm. 17-49 (7 min) a. Focus is on balance, blend, and musical line. b. Guide the ensemble to critically listen and identify what is important. c. Guide the ensemble in using breath support, dynamics, and energy to guide the musical phrasing. 3. Work mm. 1-49 (3 min) a. Put together the two sections and work on applying balance, blend, and phrasing across all.	1. Balance and blend will be assessed informally by the conductor, listening to be able to hear all lines with good tone. a. The conductor will ask the ensemble if they can hear certain lines, and to use their ears to balance their sound. 2. Using verbal feedback, the conductor will assess the ensembles interpretation of their lines (melody, counter melody, and bass line), and use this information to guide the overall interpretation of each section. 3. The conductor will use video review to assess balance, blend, and phrasing, as well as their own conducting. a. They will watch for use of baton style, left hand gestures, and facial expressions to help show the line to the ensemble.

Rehearsal Plan – Rehearsal #6

Ensemble: KSU Concert Band

Announcements: Give background on lyrics to Mvt. 2.

Literature: *Cajun Folk Songs*

Time: 12:40 pm – 12:55 pm

Plan	Assessment
1. Work mm. 92-end of Mvt. 2. (6 min) a. Focus is on articulations, balance, and blend. b. Guide the ensemble to critically listen and hear which lines are important and balance their sound to them. 2. Work mm. 65-91. (6 min) a. Focus is on articulations, balance, and blend. b. Guide the ensemble to critically listen and hear which lines are important and balance their sound to them. 3. Work both chunks together. (3 min) a. Apply all we've worked on across both sections. b. Work to maintain good style changes and tempo changes.	1. Articulations will be assessed by the conductor listening for the correct placement of emphasis in the line and correct length of notes. a. The conductor will ask the ensemble if they felt this was achieved at 80% or high success and aim for this before moving onto the main lesson. 2. Balance and blend will be assessed informally by the conductor, listening to be able to hear all lines with good tone. a. The conductor will ask the ensemble if they can hear certain lines, and to use their ears to balance their sound. 3. The conductor will use video review to assess balance, blend, and phrasing, as well as their own conducting. a. They will watch for use of baton style, left hand gestures, and facial expressions to help show the line to the ensemble.

Rehearsal Plan – Rehearsal #7

Ensemble: KSU Concert Band

Announcements: Remind ensemble we have four rehearsals left!

Literature: *Cajun Folk Songs*

Time: 1:05 pm – 1:20 pm

Plan	Assessment
1. Work Mvt. 2 mm. 1-52. (5 min) a. Focus is on shaping of the musical line, as well as balance and blend. b. Continue listening and correcting any errors in pitch, rhythm, or vertical alignment. 2. Work mm 53-91. (5 min) a. Focus is on shaping of the musical line, as well as balance and blend. b. Continue listening and correcting any errors in pitch, rhythm, or vertical alignment. 3. 3. Work mm. 92-end. (5 min) a. Focus is on shaping of the musical line, as well as balance and blend. b. Continue listening and correcting any errors in pitch, rhythm, or vertical alignment.	1. The conductor will assess students' ability to interpret the music and come to a consensus on how to shape the musical line. a. The conductor will ask for input and feedback from the ensemble to help guide this. 2. Working on larger chunks, the conductor will assess the retention of the concepts worked on in the previous rehearsal. a. The conductor will help review as needed with the ensemble, working for minimal errors. 3. Working on larger chunks, the conductor will assess the ensembles' ability to connect sections, perform style changes and tempo changes, and maintain tone throughout. a. The conductor will use video review to assess this, as well their conducting to ensure that these changes are being shown to the ensemble.

Rehearsal Plan – Rehearsal #8

Ensemble: KSU Concert Band

Announcements: Help the ensemble remember concepts in Mvt. 1 we have worked previously.

Literature: *Cajun Folk Songs*

Time: 12:40 pm – 12:55 pm

Plan	Assessment
1. Work Mvt. 1 mm. 1-38. (5 min) a. Focus is on shaping of the musical line, as well as balance and blend. b. Continue listening and correcting any errors in pitch, rhythm, or vertical alignment. 2. Work mm. 39-61. (5 min) a. Focus is on shaping of the musical line, as well as balance and blend. b. Continue listening and correcting any errors in pitch, rhythm, or vertical alignment. 3. Work mm. 62-end. (5 min) a. Focus is on shaping of the musical line, as well as balance and blend. b. Continue listening and correcting any errors in pitch, rhythm, or vertical alignment.	1. The conductor will assess students' ability to interpret the music and come to a consensus on how to shape the musical line. a. The conductor will ask for input and feedback from the ensemble to help guide this. 2. Working on larger chunks, the conductor will assess the retention of the concepts worked on in the previous rehearsal. a. The conductor will help review as needed with the ensemble, working for minimal errors. 3. Working on larger chunks, the conductor will assess the ensembles' ability to connect sections, perform style changes and tempo changes, and maintain tone throughout. a. The conductor will use video review to assess this, as well their conducting to ensure that these changes are being shown to the ensemble.

Rehearsal Plan – Rehearsal #9

Ensemble: KSU Concert Band

Announcements: Remind ensemble of any needed mutes, shields, etc., and go over concert etiquette.

Literature: *Cajun Folk Songs*

Time: 1:05 pm – 1:20 pm

Plan	Assessment
1. Work Mvt. 1. (7 min) a. Run large chunks (mm. 1-38, mm. 39-61, mm. 62-end). b. Focus is on connecting these chunks and applying all musical concepts across the entire movement. 2. Work Mvt. 2. (8 min) a. Run large chunks (mm. 1-51, mm. 52-91, mm. 92-end) b. Focus is on connecting these chunks and applying all musical concepts across the entire movement. 3. If time allows for either movement, break down any errors and reemphasize tempo changes.	1. The conductor will listen for musicality and extremes of dynamics, specifically the softer ranges, throughout. a. The conductor will use pattern size, baton, and nonverbal communication to show his real time assessment to the ensemble. 2. The conductor will assess ensemble and conductor's ability to communicate and move together through nonverbal means. a. The conductor will use verbal feedback from students and will require a “comfortability” of at least 90% before moving on to the next chunk. 3. The conductor will assess informally for any errors in pitch, rhythm, and alignment, and stop and correct if they happen more than once.

Rehearsal Plan – Rehearsal #10

Ensemble: KSU Concert Band

Announcements: Final Rehearsal – practice concert etiquette!

Literature: *Cajun Folk Songs*

Time: 12:55 pm – 1:10 pm

Plan	Assessment
1. Mvt. 1 – final checks for errors and work transitions between large sections. (7 min) a. Mm. 1-38 b. Mm. 39-61 c. Mm. 62-end 2. Mvt. 2 – final checks for errors and work transitions between large sections. (8 min) a. Mm. 1-51 b. Mm. 52-91 c. Mm. 92-end 3. Ensure that the ensemble practice how to bow, as well as start and stop each piece. Discuss not putting instruments down until the end of each movement, and not talking or playing between movements.	1. Assess the ensemble's ability to: a. Recall and retain all previously worked concepts. b. Perform each movement at performance level and have smooth transitions between large sections 2. Assess Transitions a. Can the ensemble change tempo, styles, and dynamics between sections seamlessly? b. Can they perform all transitional markings (<i>accelerando</i>, <i>ritardando</i>, etc.) as a group and with the conductor? c. Can the ensemble do all non- playing aspects of performance? (Mutes, bows, soloist stand, etc.) 3. Individual Assessment a. Conducting – Is pattern size varied and accurate? Are facial expressions vibrant and useful? b. Musicality – Do I portray a bridge between the music and the audience?

Chapter 5 - *Elegy* by Travis Cross

Unit I. Composer

Dr. Travis J. Cross was born in 1977 in South Korea, and moved to Ankeny, Iowa, United States as an infant. He currently serves as the Professor of Music and Director of Bands at the University of California at Los Angeles, where he leads the Wind Ensemble and the graduate wind conducting program. He chaired the music department from 2018 to 2023 and was associate dean for academic mentoring and opportunity during his initial years of the UCLA Herb Alpert School of Music. Prior to employment at UCLA, he served as the Wind Ensemble conductor for five years at Virginia Tech in Blacksburg, Virginia. There, Cross led students in performances at the Virginia Music Educators Association conference, Kennedy Center, and Carnegie Hall and developed the Virginia Tech Band Directors Institute into a major summer conducting workshop.

Dr. Cross holds a Master and a Doctorate degree in Conducting from Northwestern University in Evanston, Illinois, where he studied with Mallory Thompson. He earned a Bachelor degree cum laude in Vocal and Instrumental Music Education from St. Olaf's College in Northfield, Minnesota, where he studied with Timothy Mahr. Prior to his graduate work, Dr. Cross taught for four years at Edina (Minnesota) High School. There, he conducted two concert bands and oversaw the marching band program (*Travis J. Cross, 2022*).

Dr. Cross has been very active as a professional in the music education field. In 2004, Cross participated in the inaugural Young Conductor/Mentor Project sponsored by the National Band Association. The same year he received the Distinguished Young Band Director Award from the American School Band Directors Association of Minnesota. From 2001 to 2003, Cross served a two-year term as the recent graduate on the St. Olaf College Board of Regents. In 2006,

he was named a Jacob K. Javits Fellow by the United States Department of Education. He previously served as national vice president for professional relations for Kappa Kappa Psi, the national honorary band fraternity. In 2017, Cross served the Cavaliers Drum and Bugle Corps as brass co-caption head.

A proud Korean adoptee, Cross has led efforts to foster mentorship and networking opportunities within the Asian American band director community. In 2022, he joined the Council of Korean Americans. Dr. Cross is in high demand internationally as a guest conductor, composer, and clinician. He has worked internationally in Canada, China, Korea, Singapore, Spain, Thailand, and the United Arab Emirates; as featured band clinician at the Texas Music Educators Association Clinic/Convention; and on several occasions at the Music for All National Festival and Midwest Clinic. He has engagements in Arizona, California, Georgia, Indiana, Maryland, New York, North Carolina, Pennsylvania, Tennessee, Texas, and Germany during the 2022 and 2023 season. Cross is a Yamaha Master Educator. As a composer, Dr. Cross has written more than 20 original works, published by Boosey and Hawkes, Daehn Publications/C.L. Barnhouse, and Theodore Music. He also wrote a chapter for volume four of *Composers on Composing for Band* and contributed to *The Horizon Leans Forward: Stories of Courage, Strength, and Triumph of Underrepresented Communities in the Wind Band Field* and *The Future of the Wind Band: Philosopher and Practitioner in Dialog* (Travis J. Cross, 2022)

Listed below are a selection of works for wind band composed or arranged by Dr. Travis Cross. These pieces were selected to cover a range of styles and the timeline in the composer's life in which they were written. This list is not meant to serve as a qualifier for these works, but rather a brief overview of his works for the wind band field. This list is organized chronologically by date published (Theodore Music, n.d.).

Table 5.1 List of Selected Works for Wind Band by Dr. Travis Cross

Title:	Length (time):	Date:
Be Thou My Vision	4 Minutes	1999
Morning Song	4 Minutes	2000
Variations on a Welsh Blessing	5 Minutes	2001
Le vent de tristesse	4 Minutes	2002
South Valley Fanfare	1 Minutes and 30 Seconds	2002
Alleluia	4 Minutes	1997/2004
The Further Adventures of the Cowboy Kid and His Trusty Sidekick Carlos	6 Minutes	2004
Dawning Day	5 Minutes and 30 Seconds	2006
Tribute	4 Minutes and 30 Seconds	2006
Everlasting Light	4 Minutes	2008
Rizzendo	4 Minutes	2008

Elegy	4 Minutes and 30 Seconds	2009
Short Essay	4 Minutes	Rev. 2009
Looking at the Stars	4 Minutes and 30 Seconds	2010
Things That Never Were	3 Minutes and 30 Seconds	2010
When In Our Music	4 Minutes	2010
Memento	5 Minutes	2011
And the grass sings in the meadows	7 Minutes	2011
Let the Amen Sound	7 Minutes	2012
Lullaby	3 Minutes	2013

Unit II. Composition

Elegy is a composition commissioned by a consortium of high school and university bands, under the leadership of Mark J. Lakmann and Dr. Christopher Werner at Logan and Central High Schools in La Crosse, Wisconsin. The premier performance was given by the Logan High School Wind Symphony, under the baton of Dr. Travis Cross on March 9th, 2009. Ten high schools from Wisconsin, Minnesota, and Kansas comprised the consortium, along with

the University of Wisconsin-La Crosse and the University of Nebraska-Lincoln. *Elegy* was composed while Dr. Cross was teaching at Virginia Tech.

The composition is of medium difficulty and is approximately 4 minutes and 30 seconds long. The piece is 71 measures long and is 4/4 time in its entirety. The piece is in the key of D minor and ends in the key of D major from mm. 67-71. Cross uses many major 7th chords, dominant 7th chords, and triads with an added 9th to add emotion to the piece. There are hints of F major throughout, seen by a C major to F major chord progression, however, the piece never fully commits to another tonal center other than D minor or major. The orchestration is standard modern wind symphony instrumentation. The piece is in ABA format, with an A section from mm. 1-36, changing tonality and an uptick in tempo to indicate the B section from mm. 37-52, before returning to the A theme from mm. 53-66. There is a “coda” section, indicated by a key change, from mm. 67-71. The entirety of the piece is set in a lyrical, flowing style, indicated by the slur articulations throughout.

Unit III. Historical Perspective

Elegy was written shortly after the death of Dr. Cross’ maternal grandmother, Juanita Grimes (1922-2008), which happened the summer between his fourth year of residency at Northwestern University, and the start of his first teaching job in Virginia. This piece is one of three Dr. Cross has written in memory of family, with the first being *Tribute*, written a few years prior for his paternal grandfather, and *Memento*, written a few years later for his paternal grandmother. Dr. Cross’ maternal grandmother had a harder end to life than many, and this is reflected in *Elegy*, which the composer notes in the score notes, contains more sadness than the other two, as first noticed by it being written in a minor key (D minor). The composer notes in

the score this piece is dedicated with love, gratitude, and affection to the memory of his grandmother.

An elegy is a meditative lyric poem that laments the death of a friend or loved one. Elegy is derived from the Greek word “elegus”, which means a song of bereavement sung along with a flute. Elegy is one of the richest literary forms because it has the capacity to express emotions that deeply influence people. The strongest of the tools an elegy uses is its reliance on memories of those who are no more. *Elegy Written in a Country Churchyard*, by Thomas Gray, and *When Lilacs Last in the Dooryard Bloom’d*, by Walt Whitman are two of the most popular examples of an elegy (Elegy, 2020). It is stylistic of an elegy to start with themes of sorrow and misery, and end with a theme of hope and happiness. These traits are found in this piece and will be detailed in following units.

Unit IV. Technical Considerations

Elegy requires standard instrumentation for a piece of medium difficulty. Piccolo is used throughout, but never exposed. It often doubles the flute 1 or flute 2 part, adding a change of color and texture. Timpani and tuba move primarily in harmonic function, rather than melodic. There are solos in the flute, oboe, clarinet 1, and alto saxophone at m. 53 and solos in the trumpet 1 and trombone 1 at m. 56, however these solos are simple rhythms and in the middle range of the instruments. They also primarily serve the function of timbre and texture change from the original A section, rather than a soloistic line. There is a solo line in the alto saxophone at m. 21, and again at m. 63 that has a concert C-sharp and needs to be played with emotion and volume.

Figure 5.1 Alto Sax Solo; mm. 21-22



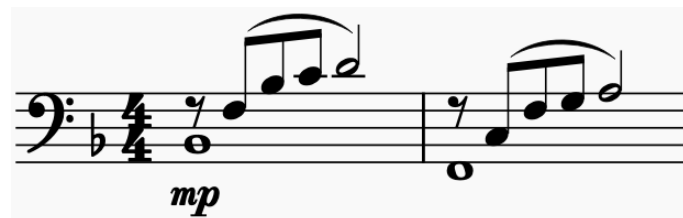
It is repeated as a soli line in the piccolo, flutes, oboes, and trumpets at m 33, which must do the same, as seen below.

Figure 5.2 Piccolo Demonstrates the Soli Line; mm. 33-34



Auxiliary percussion instruments, such as the cymbals and wind chime, do not provide a challenge in terms of rhythm, but do require attentiveness to the style and tone in which they are played. At m. 37 the low winds play a rhythmic figure, as seen below, that starts on the “and” of one. It is imperative these winds play in time and with energy to give the proper energy to the rest of the ensemble to show the change in style and mood. This is the only section throughout that provides a rhythmic challenge. The winds are required to use air support to maintain tone and intonation throughout long notes, and this can be emphasized throughout.

Figure 5.3 Bassoon Demonstrates the Rhythmic Pattern of the Off Beat; mm. 37-38



The introduction section, and again at the recapitulation, provides some accidentals, such as the B naturals seen below in the trombone 1. At m. 23, concert C-sharps and B-naturals in m. 33 leads us to a deceptive cadence in the key of D minor. In mm. 45-52 we see the use of D melodic minor. Lastly, a change to D major will require an ability to play in the key of two sharps in the coda section from mm. 67-71. These are the only sections in the piece that provide a challenge in terms of accidentals or key signatures.

Figure 5.4 Oboe and Bassoon Highlight Deceptive Cadence; mm. 33-34



The main challenge provided in this piece is the technical ability to play extreme dynamics and to play at slower tempos. The dynamics range from *p* to *ff*; however, the emotional context of this piece requires extreme care in tone at both of those extremes. The tempo sits between quarter note equals 60 beats per minute and quarter note equals 76 beats per minute the entire piece. This tempo will require an internalization of the eighth and quarter note pulse by the ensemble, and ability to support notes all the way through phrases.

Unit V. Stylistic Considerations

The scoring of the piece varies, from full ensemble settings to multiple solo lines, to smaller chamber-like sections, which allow for the ensemble to convey multiple feelings and moods. Players must be aware of who else is playing, and adjust their tone, timbre, and volume accordingly. Examples of this can be seen at m. 11, where it is scored in a woodwind ensemble setting.

Figure 5.5 Scoring in the Woodwind Ensemble; mm. 11-13

The image displays a musical score for a woodwind ensemble across six staves, measures 11 through 13. The instruments are listed on the left: Bassoon, Clarinet in Bb, Clarinet in Bb 2-3, Bass Clarinet, Alto Saxophone, and Baritone Saxophone. The key signature is one sharp (F#) and the time signature is 4/4. The Bassoon part (bass clef) features a melodic line starting on beat 1 of measure 11, with a half note on G2 and a dotted half note on A2 in measure 12, and a half note on G2 in measure 13. The Clarinet in Bb (treble clef) and Clarinet in Bb 2-3 (treble clef) parts have a melodic line starting on beat 1 of measure 11, with a half note on D4 and a dotted half note on E4 in measure 12, and a half note on D4 in measure 13. The Bass Clarinet (treble clef) part has a melodic line starting on beat 1 of measure 11, with a half note on B3 and a dotted half note on C4 in measure 12, and a half note on B3 in measure 13. The Alto Saxophone (treble clef) part has a melodic line starting on beat 1 of measure 11, with a half note on D4 and a dotted half note on E4 in measure 12, and a half note on D4 in measure 13. The Tenor Saxophone (treble clef) part has a melodic line starting on beat 1 of measure 11, with a half note on B3 and a dotted half note on C4 in measure 12, and a half note on B3 in measure 13. The Baritone Saxophone (treble clef) part has a melodic line starting on beat 1 of measure 11, with a half note on B3 and a dotted half note on C4 in measure 12, and a half note on B3 in measure 13. Dynamics are indicated: *mp* (mezzo-piano) for the Clarinet in Bb and Clarinet in Bb 2-3, and *mf* (mezzo-forte) for the Alto Saxophone and Tenor Saxophone.

The melody line in the alto saxophone and the counter line in the clarinets need to play off each other, understanding when one compliments the other, and balancing volume off that. The low winds drive the melodic lines with their entrances on beat two, as well as outlining the harmonic structure and emphasize the suspensions that land on beat one and resolve on two. In this intimate setting, the tone, timbre, and meaning of the written dynamics should differ from the previous section.

The piece is lyrical in its entirety, with many of the changes in sections being shown with tempo changes, color changes, and tonality. Those playing the melody must be able to “play the line”, and ensure the entire line is played with good tone and air support, while also allowing for the proper musical phrasing. Those not playing the melodic lines must “play within the line” and recognize how their entrances affect the phrasing and shape of the line that is happening in that moment. For example, in m. 14, those with quarter notes on beats three and four should grow

into beat one of m. 15, before quickly balancing their volume after the initial attack to allow for the melodic line to be heard.

Figure 5.6 Tuba Displaying Quarter Note Line; mm. 14-15



Air support and tone quality is a must for all wind instruments over the entirety of the piece.

Dynamics are very intentionally written by the composer, and the ensemble must be sensitive to the written dynamics and *crescendo/decrescendo*. The nature of the piece calls for a sense of rubato and impulse of will by both the conductor and ensemble.

One significant compositional technique the players must be aware of is the use of suspensions and anticipations within the harmonic structure of the piece. The composer uses suspensions from beat four of one measure to beat one of the next to help extend the musical flow and growth across the bar lines. These suspensions also create tension into beat one, and resolution on beat two. This act of tension and release happening in the middle of the measure, rather than the beginning and ends of measures as we are accustomed in western music. Players must not only be aware of this and play them as such, but also notice when the suspension is held by a tie, or the composer shows an anticipation with no tie, and play them accordingly. It is of note the suspensions are almost always tied, and the anticipations are not, and the inflection and phrasing used by the ensemble should reflect the strength of the tension on the suspension compared to the less tense anticipation.

Figure 5.7 Comparison of Anticipation Without a Tie Over the Bar Line (Oboe, mm. 23-24) and Suspension with a Tie Over the Bar line (Cl. 1, mm. 28-29)



The slight break, or lack of, in the suspension or anticipation before the next chord is a small, but crucial aspect to the emotion of this piece. Players should also be aware of the need to emphasize the notes coming into the suspensions, as this helps build the tension that gives the harmonic and emotional effectiveness to the suspensions through setting the tonal ground for the suspended note which creates the tension. The director should take care in the balance of the suspensions, emphasizing the root note throughout both the suspension and the resolution. This allows us to hear the tension and release in both notes. The notes that provide the voice leading in the suspension, often in the upper voices, should be present but not overbearing, and emphasize the change in notes more so than the notes themselves. For the anticipations, many are often preceded by larger leaps, as seen in Figure 5.7, and the ensemble must take care to not allow a break of sound leading into or coming out of the anticipation.

Unit VI. Musical Elements

The opening theme is written in the key of D minor, which can be felt musically in a way that expresses a subdued feeling of melancholy, grief, anxiety, and solemnity (Buja, 2016b). The first ten measures are full of dynamic growth and decay, before settling into a more reflective and solemn feel at mm. 11. Cross uses entrances on the down beat and off beats, and slowly

expands the orchestration to help the listener feel the emotion and music slowly growing, as one may feel when emotions of a life event start to settle in.

Figure 5.8 Examples of Staggered Entrances in Trombone 1, 2, and 3, Baritone B.C., and Tuba; m. 1



The dynamic growth and decay seem to simulate those emotions starting to be pushed down, but ultimately overflowing in the *ff* at mm. 6. At mm. 11, the timbre of the woodwind ensemble, along with the harmonic and rhythmic motion in the marimba, present a more laid back and reflective feel.

The first instance of a hint of F major, using a C major to F major progression, appears at mm. 13-14, and reappears at mm. 17-18. Cross starts to introduce the concept of suspensions and anticipations over the bar line, without giving the full effect, to show glimpses of tension and pain. As mm. 23 arrives, the orchestration opens into the full ensemble, allowing for the suspensions to come to full light. Having an emphasis on the root and 5th of these chords, and having the suspended note back off and emphasizing the note leading into the suspension and the

note after, the effect of reflective pain shifts to one of a powerless anxiousness, filled with tension and resolution. A glimpse of F major shines through in mm. 29-30. The *ritardando* into completely reduced orchestration at mm. 35 gives a feeling of emptiness and being abandoned.

M. 37 marks the beginning of the next section, which is in the tonality of D minor. This can be musically felt as a key that is at once full of peace and joy, but also expresses effectively a light, passing regret and a mournful, but not a deeply sorrowful feeling. The rhythmic structure of this section is much more active than the previous section, being seen in the use of eighth note runs, grace notes, and entrances on the “and” of one. These entrances on the upbeat produce a more active, forward motion, showing a sense of optimism.

The reduction back to a woodwind ensemble gives a more timid timbre and allows a feeling of uncertainty. The use of an A dominant 7th chord in m. 44 drives the piece through to the next section. At m. 45, the piece settles back into a less active rhythmic structure and recalls some of the dynamic growth and decay from the first ten measures. From mm. 45-52; Cross uses D melodic minor, perhaps to hint the upcoming D major key, highlighted using B-naturals and C-sharps over an extended period. The lack of F-sharps, however, show we are not fully committed to the major key yet, and are in the melodic minor.

Figure 5.9 Trombone 1 Displays D Melodic Minor; mm. 47-52



The return of dynamic growth and decay, as well as staggered entrances are reflective of the beginning. However, this time, there is a sense of overwhelming emotion that is not as controlled as the first showing of this, leading to a moment of passion at m. 49, where the tonicization of C major to F major appears again, followed by a second wave, led in the

suspended cymbal, at m. 50. At m. 52, the music shows a *crescendo* into m. 53, using a strong A dominant 7th chord. However, an abrupt silence on beat four causes the must to never reach the D minor when we would expect a traditional V7-I progression to resolve. This outpouring of emotion is a showing of grief; a call for a return knowing there will be no answer.

The piece returns to the opening theme from mm. 53-66. The use of solo lines and more active suspensions than seen in the original A section allows for a shift in timbre and color that is indicative of depression and grieving, rather than anxiousness. The alto saxophone plays the final solo, labeled *dolce*, or sweetly, at m. 65, giving almost a feeling of acceptance, with the wind chime emphasizing that brighter, yet light, timbre. Tempo and emotion are led in m. 66 by the clarinets, playing four pulsing quarter note Es.

Figure 5.10 Clarinet Quarter Note Line; m. 66



This is almost heard like a heartbeat, fading on each one. At m. 67, the piece transitions to D major, which is often felt by feelings of majesty and grandeur, adapts itself well to triumphal processions, festival marches, and pieces in which stateliness is the prevailing feature (Buja, 2016a). However, in the format of an elegy, the shift to D major shows hope and acceptance for the sorrow that preceded it.

Figure 5.11 Harmonic Analysis of D Major Section; mm. 67-71

67	68	69	70	71
D Maj 9 – A Maj	G Maj – B min	Sus – A Maj	Sus – D Maj	D Maj Add 9

The orchestration of upper woodwinds and horn gives a bright timbre that still has depth. The tempo changes to quarter note equals 60 beats per minute, the lowest in the piece, accompanied with the original melodic idea being stretched into longer note figures shows a feeling of not wanting to let go. The piece seems to end on a D major chord in m. 70, before adding notes to change it to a D major add 9 chord in the final measure, which seems to add a little sparkle and tension to previously played D major chord. This is the first and only time in which the 9th of the chord is so clearly added, whereas earlier in the piece it is within the chord closer to the beginning of the measure.

Figure 5.12 Example of Condensed D Major Add 9 Chord; m. 71



Unit VII. Form and Structure

This piece is in ABA form, with an introduction in the first 10 measures, and a five-measure coda at the end. The piece starts in the key of D minor, with entrances every half-beat, and dramatic dynamic swells. The A section goes from mm. 11-34, with a two-measure transition to the B section from mm. 35-36. The A section is in the style of a woodwind chamber ensemble, with melody in the alto saxophone, and a counter line in the clarinets. This section is flowing and calm.

The full ensemble comes in at m. 23 to highlight melodic and harmonic ideas introduced by the woodwinds. At m. 37, the B section is introduced and lasts until m. 44. The B section is signified by an uptick in tempo and a marking of *poco piu mosso*. The orchestration of a woodwind ensemble is present again, with the tuba and trumpet joining at m. 41. This section is

also driven forward by an eighth note pattern that comes in on the “and” of one in the low woodwinds.

Figure 5.13 Example of Driving Line in the Tenor Saxophone; mm. 41-42



There is a recapitulation of the introduction from mm. 45-50, with another two-bar transition sections from mm. 51-52. The main change in the recapitulation is a growth to a peak in sound and emotion of the piece at m. 49. The A' section is introduced at m. 53. It is highlighted by multiple solo lines that are used to show a change in color and melodic shaping from the original A section.

Figure 5.14 Examples of Solo Lines in Flute/Oboe and Alto Saxophone; mm. 53-54



This section lasts until m. 64, followed by one last two-measure transition section at mm. 65-66. The coda section lasts from mm. 67-71, before ending on a *fermata* note at m. 71 that ends with resonance and without fade. The coda is in D major, signifying a change in the emotion of the piece and a resolution to the tension that has happened throughout. Below, the melodic scoring shows the structure of the ensemble throughout the piece, to give an idea of the texture, timbre, and orchestration throughout.

Table 5.2 Orchestration Table for *Elegy*

Measure	Orchestration
1	Bassoon, Bass Clarinet, Horns, Trombones, Euphoniums, Tuba, Timpani, Suspended Cymbal, Bass Drum, Marimba
3	Oboe, Clarinet 1,2,3, Alto Saxes, Tenor Saxophones, Baritone Saxophone, Trumpet 2 and 3, Bassoon, Horns, Trombones, Euphoniums, Tuba, Timpani, Suspended Cymbal, Bass Drum, Marimba
5	Full Ensemble, no Percussion 3
11	Bassoon, Clarinets, Bass Clarinet, All Saxophones, Vibraphone
14	Bassoon, Clarinets, Bass Clarinet, All Saxophones, Tuba, Vibraphone
18	Bassoon, Clarinets, Bass Clarinet, All Saxophones, Tuba, Euphoniums, Bass Drum Vibraphone
23	Full Ensemble; No Percussion, with Intermittent Entrances by Mallet Percussion and Suspended Cymbal
34	Full Ensemble, Timpani is only Percussion
35	Bassoon, Clarinet 2 and 3, Bass Clarinet, All Saxophones, Solo Trumpet; add Timpani, Bass Drum and Tam-Tam in m. 36
37	Piccolo, Flutes, Oboes, Bassoons, All Clarinets, Bass Clarinet, All Saxophones, All Percussion except Percussion 3

39	Piccolo, Flutes, Oboes, Bassoons, All Clarinets, Bass Clarinet, All Saxophones
41	Piccolo, Flutes, Oboes, Bassoons, All Clarinets, Bass Clarinet, All Saxophones, All Trumpets, Tuba, Percussion 1, 2, and 4
45	Full Ensemble
53	Solo Flute, Solo Oboe, Bassoons, Solo Clarinet 1, Solo Alto Sax, Tenor Sax, Bari Sax
56	Solo Flute, Solo Oboe, Bassoons, Solo Clarinet 1, Solo Alto Saxophone, Tenor Saxophones, Baritone Saxophones, Solo Trombone, Bells
57	Solo Flute, Bassoons, Solo Clarinet 1, Solo Alto Sax, Tenor Saxophones, Baritone Saxophones, Solo Trumpet, Solo Trombone, Bells, Vibes
59	Solo Flute, Bassoons, Solo Clarinet 1, Solo Alto Sax, Tenor Saxophones, Baritone Saxophones, Solo Trumpet, Solo Trombone 1, Solo Trombone 2, Bells, Vibes
60	Solo Flute, Bassoons, Solo Clarinet 1, Solo Alto Sax, Tenor Saxophones, Baritone Saxophones, Solo Trumpet, Solo Trombone 1, Solo Trombone 2, Trombone 3, Euphonium, Bells, Vibes, Timpani, Bass Drum
61	Bassoons, All Clarinets, All Alto Saxophones, Tenor Saxophones, Baritone Saxophones, Horns, All Trombones, Euphonium, Timpani
65	Clarinet 1, Bass Clarinet, Solo Alto Saxophone, Tenor Saxophones, Baritone Saxophones, Windchimes

66	Clarinet 1, Bass Clarinet, Solo Alto Sax, Tenor Saxophones, Baritone Saxophones, Horn 1 and 3 Windchimes
67	Piccolo (switch to Flute), All Flutes, Oboes, Bassoons, Clarinet 1, Alto Saxophones, Horns 1 and 3
68	Piccolo (switch to Flute), All Flutes, Oboes, Bassoons, Clarinet 1, 2, and 3, Alto Saxophones, Horns 1 and 3, Trombone 1
69	Piccolo (switch to Flute), All Flutes, Oboes, Bassoons, Clarinet 1, 2, and 3, Bass Clarinet, Alto Saxophones, Baritone Saxophones, Horns 1 and 3, Trombone 1, Trombone 2, Euphonium, Suspended Cymbal
70	Piccolo (switch to Flute), All Flutes, Oboes, Bassoons, Clarinet 1, 2, and 3, Bass Clarinet, Alto Saxophones, Baritone Saxophones, Horns 1 and 3, Trombone 1, Trombone 2, Euphonium, Triangle
71	Bassoons, Clarinet 1, 2, and 3, Bass Clarinet, Alto Saxophones, Tenor Saxophones, Baritone Saxophones, All Horns, All Trombones, Euphonium, Tuba, Timpani, Bass Drum

Unit VIII. Suggested Listening

Tribute by Travis Cross

Memento by Travis Cross

On a Hymnsong of Phillip Bliss by David Holsinger

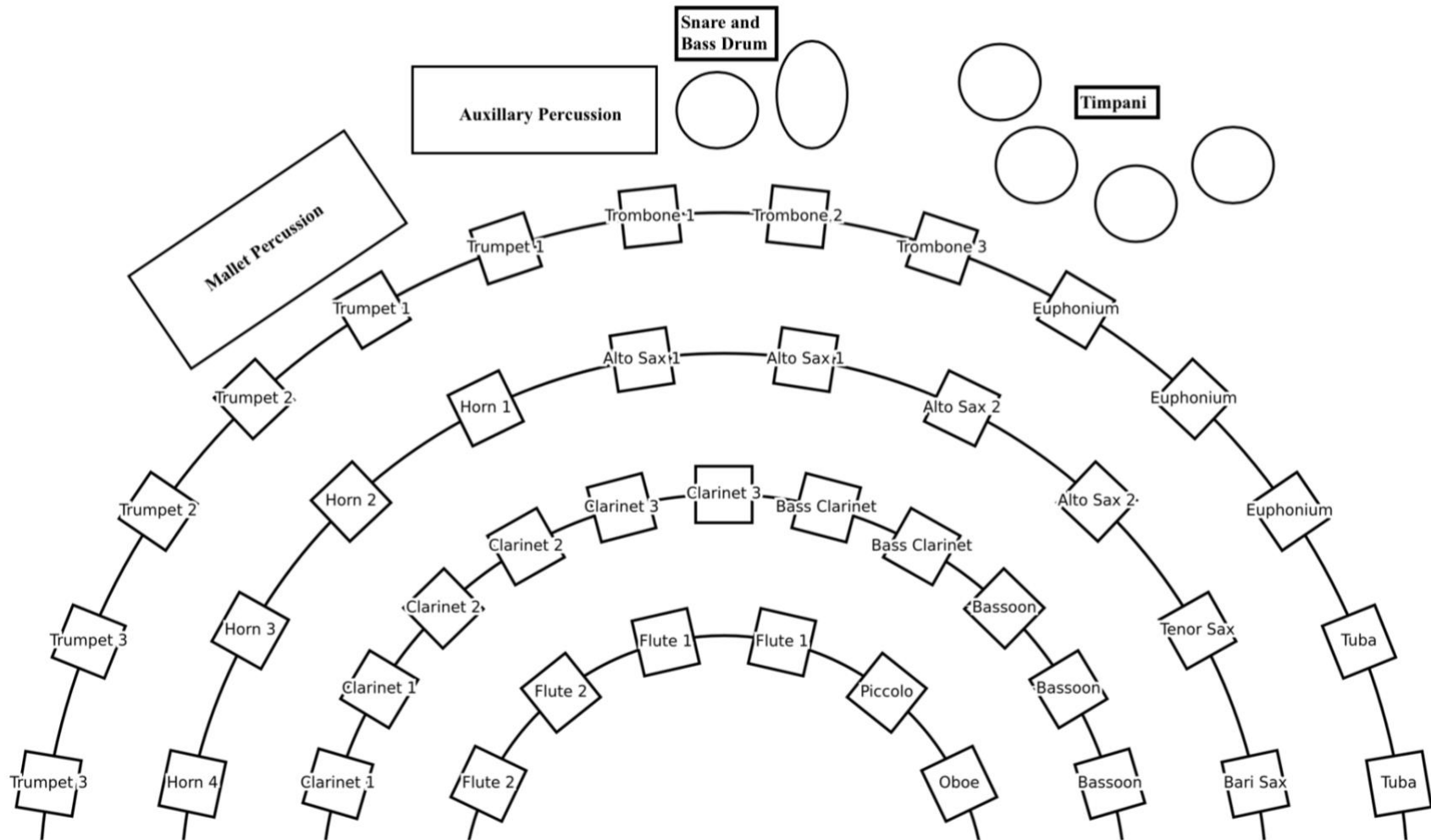
One Life Beautiful by Julie Giroux

Amazing Grace by Frank Ticheli

Unit IX. Seating Chart and Acoustical Justification

The seating chart seen in Figure 5.15 reflects the set up used for the performance of *Elegy* by the Kansas State University Wind Symphony. The ensemble is set up this way to accommodate the size and space of the room, All Faiths Chapel, as well as the needs of the other pieces being performed on the concert. Principal players are generally arranged towards the center of the band to allow ensemble members to listen in to their principal players. The percussion is in a typical percussion set up, allowing for easy transitions between instruments and parts.

Figure 5.15 Seating Chart for KSU Wind Symphony



Unit X. Rehearsal Plans and Evaluations

Rehearsal Plan – Rehearsal #1

Ensemble: KSU Wind Symphony

Announcements: Introduce myself, and a little about my time at KSU.

Literature: *Elegy*

Time: 4:30 – 5:00 pm

Plan	Assessment
1. Full Run of the piece. (5 min.) 2. Large chunks in reverse order, E-F, C-D, A-B, D-F, and A-C. (Interleaved) (15 min.) a. Play through each section in full before breaking it down. b. Focus for the day is intonation, note duration, and air support. c. Air should be from bottom of lungs, and air for a warm, dark timbre. d. Notes need to be held for full length and start and end in proper vertical alignment across the ensemble. 3. Break down intonation and balance of ensemble in <i>fermatas</i>; m. 34, m. 45, m. 52, and m. 71. (10 min)	1. Intonation in each combination of sections (A-B, C-D, etc.) will be assessed by the conductor listening for correct notes, balance, and tone in held chords. a. The conductor will determine if this was achieved at 80% or higher success and aim for this before moving to the next section. 2. Note duration and air support in each combination of sections (A-B, C-D, etc.) will be assessed by the conductor listening for steady tone, warm timbre, and immediate production of correct pitches. a. The conductor will ask the ensemble if they felt this was achieved at 80% or higher success and aim for this before moving to the next section.

Rehearsal Plan – Rehearsal #2

Ensemble: KSU Wind Symphony

Announcements: Give feedback from film review, as well as goals for the day

Literature: *Elegy*

Time: 3:50 – 4:10 pm

Plan	Assessment
1. Isolate and focus on A and A' section (Rehearsal Letters B and D) (20 min.) a. Focus for the day is on vertical alignment between melody, counter line, and bass lines. b. Break down solo lines in A' section so ensemble can hear how they vertically align. c. Remind them of articulations, right notes, intonation, etc. d. Alignment on the start and end of the suspensions over bar lines, mm. 57-58 for example, should be highlighted e. Highlight musicality in the vertical alignment, while aiming to still play through each line with purpose.	1. Vertical alignment and proper starts and end to notes will be assessed by the conductor listening for the clear start and finish of harmonic and rhythmic figures and note lengths across the ensemble. a. The conductor will ask the ensemble if they felt this was achieved at 80% or high success and aim for this before moving onto the main lesson. 2. Musicality will be assessed by the conductor listening for the ensemble's interpretation of the line and allowing it to align with the interpretation formed by the conductor through score study. a. The conductor will us verbal feedback from the ensemble to develop and assess when the musicality of the section has improved significantly before moving on in the rehearsal.

Rehearsal Plan – Rehearsal #3

Ensemble: KSU Wind Symphony

Announcements: Introduce the general idea of the piece and feedback from film review

Literature: *Elegy*

Time: 4:55 pm – 5:20 pm

Plan	Assessment
1. Macro: Full run of the piece – focus is on showing musicality. (5 min.) 2. Micro: Fix immediate issues (15 min.) a. Tone of the coin scrape in m. 9 b. Tone/depth of tone in bells m. 28 and m. 56 c. Extremities of dynamics in Sections A and C – D, emphasizing softs d. Balance and emphasis of correct notes in suspensions e. Isolate percussion at m. 37 for vertical alignment. f. Articulations on start and ends of notes; gentle starts and resonate ends. 3. Macro: Run Sections A and C-D, allowing for the conductor to try musical ideas in conducting and connect with ensemble. (5 min.) a. Second rep. of each section with left hand only. i. Torsion/breath only on third rep if time allows.	1. Macro – Assessing the ensemble's ability to react to my gestures and facial expressions. a. The conductor needs to be extreme and assess if students respond effectively to gestures. 2. Micro – Assessing each item listed in plan for quality. Each item should be at 80% or better success before moving on. a. If fixed in the initial run, no need to touch on again today. b. Ask students for verbal feedback on balance, articulations, and tone. 3. Macro – Assessing the ensemble's ability to react to gestures and facial expressions. a. First rep. – assess reaction to flow and expression of stick and face b. Second rep. – assess reaction to left hand gestures c. Third rep – assess ability to be musical and react to just face/torso/breath.

Rehearsal Plan – Rehearsal #4

Ensemble: KSU Wind Symphony

Announcements: Give more detail on the emotions of each section, and discuss why they may connect this way (7 stages of grief)

Literature: *Elegy*

Time: 3:50 pm – 4:15 pm

Plan	Assessment
- Working on each section in A-C, introduce the musical and emotional concepts to the ensemble. - Work on musicality, shaping of phrases, and communication between ensemble and director. (15 min. total) - Vulnerable, Fragile (5 min.) - Reflective, Pain (5 min.) - Bargaining, Anxious, Powerless (5 min) - Run large chunks, working on changing the emotion and shaping of sections A-B, B-C, and A-C. (10 min) - The conductor will work to show vulnerability in face, torso, and conducting pattern to allow the ensemble to feel comfortable showing vulnerability.	- The conductor will use this rehearsal to continue assessing communication and response with the ensemble. - The conductor will be assessing eye contact, musical reaction to pattern changes, and verbal feedback on emotional aspects from the ensemble. - Using verbal feedback, the conductor will assess the ensembles interpretation of their lines (melody, counter melody, and bass line), and use this information to guide the overall interpretation of each section. - The conductor will assess ensemble’s ability to understand emotional keywords, using informal assessment of their ability to take the concept and apply it musically.

Rehearsal Plan – Rehearsal #5

Ensemble: KSU Wind Symphony

Announcements: Give feedback from film review and introduce more emotions.

Literature: *Elegy*

Time: 4:20 pm – 4:45 pm

Plan	Assessment
1. Review mm. 1-52 a. Working in section D, introducing the musical and emotional concepts to the ensemble. Working on musicality, shaping of phrases, and communication between ensemble and director. i. Mm. 37-44 – Frustrated, Optimistic, Scared 1. Horn and Bassoon m. 49; emphasize beat two and three. Trombone and other half note changes emphasize beat one. ii. Mm. 45-50 – Vulnerable, Overwhelmed, GREIF iii. Mm. 51-52 – Guttural Cry b. Take time to ensure the ensemble truly grasps the concepts between each section, and clearly shows a change or shift in emotion between the sections. c. Take time to ensure the ensemble is part of the conversation and interpretation process.	1. The conductor will use the initial run to gauge retention of the concepts worked on in the previous rehearsal and use that knowledge to inform how the content for today will be taught. 2. The conductor will use this rehearsal to continue assessing communication and response within the ensemble. a. The conductor will be assessing eye contact, musical reaction to pattern changes, and verbal feedback on emotional aspects from the ensemble. 3. Using verbal feedback, the conductor will assess the ensembles interpretation of their lines (melody, countermelody, and bass line), and use this information to guide the overall interpretation of each section. 4. The conductor will assess ensemble’s ability to understand emotional keywords, using informal assessment of their ability to take the concept and apply it musicality.

Rehearsal Plan – Rehearsal #6

Ensemble: KSU Wind Symphony

Announcements: Give feedback from film review and remind the ensemble we only have 3 full rehearsals left.

Literature: *Elegy*

Time: 4:25 pm – 4:40 pm

Plan	Assessment
1. Review mm. 37-end. a. Working section E-F, introducing the musical and emotional concepts to the ensemble. Working on musicality, shaping of phrases, and communication between ensemble and director. (15 min.) i. Mm. 53-66 – Depressed, Reflective, Grieving (5 min.) ii. Mm. 67-70 – Acceptance and Hope (5 min.) iii. M. 71 – Not quite ready to let go (5 min.) b. Take time to ensure the ensemble grasps the concepts between each section, and clearly shows a change or shift in emotion between sections. c. Take time to ensure the ensemble is part of the conversation and interpretation process.	1. The conductor will use the initial run to gauge retention of the concepts worked on in the previous rehearsal and use that knowledge to affect how the content for today should be taught. 2. The conductor will use this rehearsal to continue assessing communication and response with the ensemble. a. The conductor will be assessing eye contact, musical reaction to pattern changes, and verbal feedback on emotional aspects from the ensemble. b. Using verbal feedback, the conductor will assess the ensembles interpretation of their lines (melody, counter melody, and bass lines), and use this information to guide the overall interpretation of each section. c. The conductor will assess the ensembles' ability to understand emotional keywords, using informal assessment of their ability to take the concept and apply it musically.

Rehearsal Plan – Rehearsal #7

Ensemble: KSU Wind Symphony

Announcements: Remind ensemble that anyone who is emotionally overwhelmed at any point may leave and come back as needed.

Literature: *Elegy*

Time: 4:25 pm – 4:55 pm

Plan	Assessment
- Macro: Full Run (5 min.) - Focusing on musicality, shaping, and conductor ability to show musical line effectively. - Micro: Large Chunks: mm. 53-End, mm. 23-52, mm. 1-22. (15 min.) - Focus on emotions in each section, and transitions from one emotion to another. - The conductor will use impulse of will in communicating to the ensemble their desires in shape, motion, and dynamics to ensure the ensemble moves as one. - Macro: Full Run (10 min.) - Record this run; help the ensemble get in the mind set of performance v. rehearsal. - Help the ensemble approach this run from a vulnerable state that demonstrates the programmatic nature of the piece (stages of grieving).	- The conductor will use the initial run to gauge retention of the concepts worked on in the previous rehearsal and use that knowledge to affect how the content for today should be taught. - The conductor will use this rehearsal to continue assessing communication and response with the ensemble. - The conductor will be assessing eye contact and musical reaction to pattern changes, and verbal feedback on emotional aspects from the ensemble. - The conductor will assess students' ability to show musicality and vulnerability through informal auditory assessment. - The conductor will use the impulse of will in guiding the desired shaping and musicality of the piece. - The conductor will use the micro section to ensure this is at least 90% successful before moving on.

Rehearsal Plan – Rehearsal #8

Ensemble: KSU Wind Symphony

Announcements: Give feedback from film review.

Literature: *Elegy*

Time: 3:50 pm – 4:10 pm

Plan	Assessment
- Run large chunks – mm. 1-22, mm. 23-52, mm. 53-71. (20 min.) - Goal for each run is continued musicality and increased fluidity of communication between ensemble and conductor. - Mm. 1-22 (6 min.) - Listen for balance on starts of notes in first six measures; these have started to get away from us. - Aim for gentle articulations on front of notes that produce immediate, clear sound. - Mm. 23-52 (7 min.) - Dynamic extremes - Release – aim for resonant and tuneful - Tempo changes and rubato together - Mm. 53-71 (7 min.) - Rubato and tempo changes together - Aim for more <i>ritardando</i> in final motives; find more time to breathe after extreme moments. - Mm. 70-71; more sense of emotion. Aim to not limp to the end of the race.	- This is the conductor’s last chance to assess <i>ritardando</i>, tempo changes, and rubato before needing to be final and consistent on the last rehearsal. - The conductor will assess these and communicate assessment through the baton. - The conductor will listen for musicality and extremes of dynamics, specifically the softer ranges, throughout. - The conductor will use pattern size, baton, and nonverbal communication to show his real time assessment to the ensemble. - The conductor will assess ensemble and conductor’s ability to communicate and move together through nonverbal means. - The conductor will use verbal feedback from students and will require a “comfortability” of at least 90% before moving on to the next chunk.

Rehearsal Plan – Rehearsal #9

Ensemble: KSU Wind Symphony

Announcements: Discuss proper concert etiquette for this piece and share a short story to help them find the correct mindset to perform this piece.

Literature: *Elegy*

Time:

Plan	Assessment
1. Final rehearsal: Fit as many repetitions as possible into today's rehearsal. a. Start by giving the ensemble a chance to get in the correct headspace for this piece. Allow 45 seconds to think about the flow of the piece. 2. Full run: Focus on performance and musicality a. In mm. 1-36, focus on emotion and tempo shifts. b. In mm. 37-end, focus on emotion and tempo shifts. 3. For the conductor: Focus on the ability to convey as a performer and conductor. Work to show as much authentically as possible and connect with the ensemble at the deepest level.	1. The conductor needs to be confident and authentic in gestures, as they need to reflect what will be done on the concert. a. The conductor will assess the ensemble's ability to respond to these and remind them verbally and nonverbally as needed. 2. The conductor should assess the ensemble's ability to play with musicality and dynamic range. a. The conductor will give verbal and nonverbal feedback to help correct any issues.

Chapter 6 - *Symphony for Brass and Percussion* by Alfred Reed

Unit I. Composer

Alfred Reed (1921-2005) was born in Manhattan, New York, named Alfred Friedman at birth, to Carl and Elizabeth Friedman. His parents were immigrants from Vienna prior to World War I. Reed's family cherished music, and by age ten he was studying trumpet. By high school age, he was performing professionally at resort hotels in the Catskill Mountains, under the name Alan Reed. In his younger years, he shifted his focus to arranging and composition and studied theory and harmony privately with John Sacco and Paul Yartin. He eventually took a job at the Radio Workshop in New York City as a staff composer/arranger and assistant conductor in 1938.

Reed completed both his Bachelor of Music and Master of Music at Baylor University in Waco, Texas, in 1955 and 1956 respectively. He was also the conductor of the Baylor Symphony Orchestra, starting in 1953; a position in which he worked while simultaneously completing his degrees. During his years at Baylor, he also became concerned with music education, specifically the works being written for choir, band, and orchestra, which led him to land a job as editor at Hansen Publishing, from 1955 to 1966. In 1966, Reed left his job as editor to join the faculty at the University of Miami, holding positions in the Theory-Composition and Music Education departments. He also developed the unique Music Industry degree there, in which he became the director for the department of music media and industry (Camus, 2001).

As a composer of music, Reed has written over 250 works and is considered one of the most prolific and frequently performed composers for concert band, wind ensemble, orchestra, chorus, and various smaller chamber music groups. During World War II, he served as a musician, arranger, and associate conductor for the 529th Army Air Force Band, where he created more than 100 works. He spent some time studying with Vittorio Giannini at Julliard

after the war, from 1946 to 1948 (Camus, 2001). He also served as staff composer and arranger for both the National Broadcasting Corporation and the American Broadcasting Corporation, mainly composing dramatic music for radio shows, such as *Parallel 38* (Duffie, 1986).

As a prolific composer, musician, and educator, Reed has left an everlasting print on music, and many of his works are considered cornerstones of the wind band literature. Dr. William May, Dean of the Baylor School of Music, is quoted saying in Reed's Tribute put out by Baylor University after his passing; "Virtually every young musician in America has played or sung Alfred Reed's music." Reed wrote many works for wind band, and the reasoning for this can be seen in his words from a 1986 interview with Bruce Duffie:

From where I sit, what I have seen and heard and what I have done in the last 35 years of my life, I have to say that the most exciting prospects today, from the point of view of developing audiences and offering opportunities for many composers to try out many, many different ideas is, largely because of financial considerations, no longer the symphony orchestra, but the wind orchestra. Because when all is said and done, we can argue aesthetics, we can argue art, we can argue communication. But we cannot argue the fact that 46 salaries are a lot less than 85, 92 or 108 (Duffie, 1986).

His recognition of the evolution of the music industry and how to successfully compose for his eras, from his work in music from the 1940's, all the way to the 2000's, is shown in this statement, as well as his role in music education at Baylor and Miami.

Listed below are a selection of works for wind band composed or arranged by Alfred Reed. These pieces were selected to cover a range of styles and the timeline in the composer's life in which they were written. This list is not meant to serve as a qualifier for these works, but rather a brief overview of his works for the wind band field. This list is organized chronologically by date published (*Alfred Reed*, n.d.).

Table 6.1 List of Selected Works for Wind Band by Alfred Reed

Title	Length (time)	Date Published
Russian Christmas Music	14 Minutes and 30 Seconds	1944
Symphony for Brass and Percussion	18 Minutes and 30 Seconds	1952
A Festival Prelude	4 Minutes and 30 Seconds	1962
Armenian Dances Pt. 1	11 Minutes and 30 Seconds	1972
First Suite for Band	15 Minutes and 30 Seconds	1976
Armenian Dances Pt. 2	20 Minutes and 30 Seconds	1977
A Christmas Intrada	9 Minutes	1980
The Hounds of Spring	8 Minutes and 45 Seconds	1981
El Camino Real	10 Minutes	1985

Unit II. Composition

Symphony for Brass and Percussion, also known as Reed's *Symphony No. 1*, was completed in the summer of 1952. It was premiered in December 1952 by the Oberlin Symphonic Band at the College Band Directors National Association. It is dedicated to Donald I. Moore, the conductor of the Oberlin Symphonic Band which is the group who premiered the piece. This piece is the second work composed for this orchestration, with the first being *Russian Christmas Music* (Reed, 1967).

This piece consists of three movements. The first movement, seven minutes in length, opens with an introduction at a *maestoso* tempo, quarter note equals 54 beats per minute. In this introduction, much of the thematic material for the movement is exposed. At m. 13, it goes into an *allegro* tempo of quarter note equals 132 beats per minute, which is in the form of a “hard-driven march”, however has a triple feel rather than duple rhythmically. The main theme is built in fourths and is treated with alternate quartal and tertial harmonies.

Figure 6.1 Main Theme built in Fourths in Trumpet; mm. 2-3



The middle section provides a contrasting chorale section, built more as a brass choir with soloistic parts in each section, before converging to full group harmonies. The horns stagger entrances, each coming in on a repeated triplet figure, starting on a different note in the chord.

Figure 6.2 Horn Triplet Entrances; mm. 103-105



They then introduce the main melodic idea of this section, as seen below, that will be used later in movement two. Trumpets and trombones introduce a muted quarter note line at m. 109. This line is built on growth and decay and overlaps the horn line.

Figure 6.3 Melodic Rhythm in 1st Trumpet; mm. 111-113



Bells enter opposite of this line starting in m. 116. This dies away into the return of the march-like style to end the movement at m. 129.

The second movement, also seven minutes in length, is written to contrast the opening movement. It is written in three-part song form, starting with soloistic, lyrical lines in the baritone, tubas, and horns, before being joined by trumpets and trombones for a full ensemble sound. The ensemble builds to an aggressive, accented feel at m. 28. This decays until m. 40, where the timpani provide a pedal point, and a six-part *fugato* in the lower horn, cornets, trumpets, and trombones begins. At m. 60, the brass start building on a new accented rhythmic line, accented by downbeat strikes on the chimes. This reaches a climax, in the full brass ensemble sound at m. 70 which dies away and returns to the original theme of the second movement, with the addition of colors in the tuned percussion. The movement closes with the original opening timbre of horn, baritone, and tuba, with a final chord strike by the mallet percussion, before fading away into nothing. Reed marks a *fermata* over a rest for all; suggesting he would like extended silence for resonance and stillness.

The third movement, four minutes in length, is a *rondo* built upon traditional Latin rhythms in the percussion. These rhythms are accentuated using tuned toms, new to this movement, which are tuned to “low, middle, and high”, and notated as seen below.

Figure 6.4 Tom Tom Tuning Notation (Low, Middle, High)



The rhythmic motives are introduced by percussion, and then the melodic motive starts in the tuba at m. 8, which is repeated up the score order, higher and higher until being finished by the trumpets and trombones. This section of the movement develops with the aid of rhythmic alterations and aggressive *crescendos*, before yielding to the second section. This second section is a canon in the trumpets, long and lyrical, with a pedal point in the horns. An *ostinato* rhythm is provided in the baritones and tubas, as seen below.

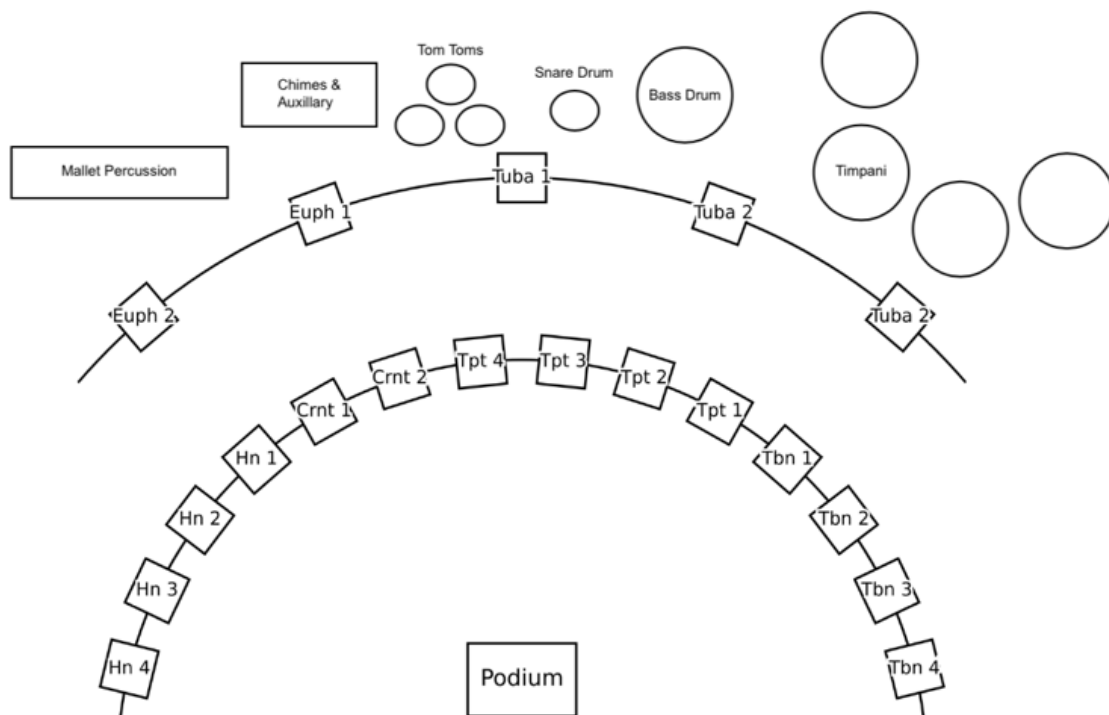
Figure 6.5 Ostinato Rhythm in 2nd Baritone; mm. 73-74



The horns, first in two parts, and then four parts, take over the canon at m 97, followed by a return to trumpets with the addition of trombones in m. 121. The movement ends with a coda-like section, using a shortened version of the first theme, which brings the movement, and entire symphony, to a driving conclusion. Bells up in the horns and *sffx* dynamics provide an exclamatory and exciting finish to a piece with numerous styles and timbres. A drawn out, grandiose *allargando* section starting at m. 160 gives a proper ending to this piece.

The piece is originally scored for four horns, four trumpets, four baritones, one tuba, and five percussion players. This edition is a revised edition, in which two cornets and a second tuba are added. This revised edition is a result of the composer's work with the piece in varied performances and conditions over the first 15 years of the piece, having the opportunity to deal with problems of balance, blend, and providing “happier solutions” to these issues (Reed, 1967). The seating chart the author used for rehearsals is seen below. Since the cornets match with the horns most often, an arrangement that allows for the conical instruments to be together, as well as the cylindrical, should allow for the proper timbre and sound. Timpani and bass drum should be close to the tubas, as they will share rhythms and grooves.

Figure 6.6 Rehearsal Seating Chart



Unit III. Historical Perspective

Symphony for Brass and Percussion was originally completed in 1952. However, this version is the composer's revised edition, with a date of around 1967. This piece received its first performance in December of 1952 by the Oberlin Symphonic Band, under the direction of Donald I. Moore, to whom the piece is dedicated. This premiere was at the College Band Directors National Association in Chicago (Camus, 2001).

This piece is the second major work written by Reed, prior to his appointment at Baylor, and more than likely heavily influenced by his studies with Giannini and his first major work, *Russian Christmas Music*, which was completed in 1944. Reed used this piece as an attempt at exploring the possibilities for utilizing brass and percussion sonorities in an extended piece. With the band scene switching from the military brass band to the larger, much more woodwind involved wind ensemble in the early to middle 20th century, Reed attempts to capture the sound of the wind ensemble in an orchestration that preceded it. Similarities from this piece can be seen in his later works, such as commonalities between the loud, exciting Latin-grooved third movement of the *Symphony for Brass and Percussion*, and *El Camino Real* (Alfred Reed, n.d.).

Unit IV. Technical Considerations

The first movement starts at a *maestoso* tempo, quarter note equals 54 beats per minute. There is no written key, however the movement opens with a C7 chord, before all instruments converge on a G-sharp minor chord. In m. 7, the ensemble plays a F11 chord, repeating it again at m. 15, giving this section a tonality of F. The second section of the first movement also uses multiple tonal centers, again not establishing a set key. Mm. 23-51 introduces the second section, which is *allegro*, quarter note equals 132 beats per minute, and centers around F-sharp, with the dominant C-sharp appearing in chords, such as m. 31 to help reinforce this tonal idea.

Mm. 52-83 hints a C minor often, with the instances of B-flat, E-flat, and A-flat, as well as multiple C minor chords. At m. 84, it shifts to a tonal center of E-flat, reinforced by the timpani alternating between E-flat and other pitches. The third section of the first movement, *lento* and quarter note equals 69 beats per minute in tempo, establishes a tonal center of F again, with multiple F7 and C7 chords helping dictate this. The piece returns to the upbeat tempo of quarter note equals 136 beats per minute at m. 129, and floats around a couple tonal centers before establishing a center of F major again, reinforced by a group chord progression to F major at m. 167. The movement ends on an E major chord. The use of shifting tonalities throughout is a 20th century compositional technique employed heavily by Reed in this movement.

The first movement has extended use of triplet rhythms and double dotted quarter-sixteenth note rhythms, resulting in a need for precise playing, as seen below.

Figure 6.7 1st Horn Triplet Rhythm; mm. 73-74



Figure 6.8 1st Trumpet Double Dotted Quarter and Sixteenth Note Rhythm; m. 70

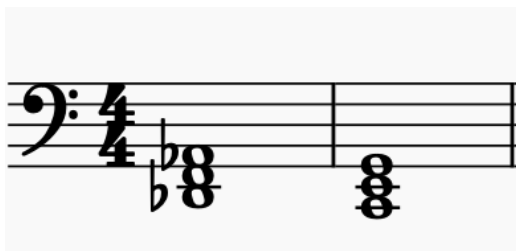


Reed switched between having instruments play in a section and play individually, with many sections completing the motive started by another section, or this same feature happening within one section. This will require the players to be able to play independently to properly align the piece vertically. The trumpet 1 is scored in a range that allows it to be played on piccolo trumpet. The trombone 1 often plays high enough that it switches into the tenor clef.

This movement uses the full range of the horn, from bass clef notes, all the way to notes above the treble clef staff, so a horn section with the ability to play its full range is required. The percussion section consists of snare drum, bass drum, cymbals, and timpani. This movement will provide technical challenges in all of these and attention to tempos, as the percussion helps dictate tempo and reinforce rhythmic motives that are in the brass. The movement is in 3/4-time signature until m 103, where it switches to 4/4. It switches back to 3/4 at m. 129.

The second movement starts at a *largo* tempo of quarter note equals 50 beats per minute. The opening slow section shifts tonal centers often, with C-flat, D-flat, and F being prominent. At m. 28, the timpani are used to help reinforce the tonal center, starting with C. At m. 41 the timpani sustain a pedal point F. Here, it switches to a slightly more upbeat tempo, with *un poco piu mosso*. It then switches between B-flat and F until the return of the introductory section at m. 76. Shifting between tonal ideas of D-flat and A-flat, the movement ends on a D-flat major chord to C major chord.

Figure 6.9 Chord Progression Example; mm. 93-94



The movement provides much more comfortable ranges for all instruments than the first movement, sticking near the middle range for all brass. Quarter, half, and eighth notes comprise most of the rhythms in this section. The slower tempos and sustains will require good tone control and breath support from all instruments. The percussion section consists of timpani, chimes, vibraphones, and bells. The use of these tuned instruments for both melodic ideas and adding of color to the timbre should be recognized by both the percussion players and ensemble

alike. A dynamic range of *pp* to *fff* will challenge the ability to play with good tone at all dynamic levels for all instruments. The entirety of the movement is in 4/4 time signature.

The third movement starts at a half note equals 104 beats per minute tempo but lists a half note equals 112-116 beats per minute would be preferred if possible. The tonality of this piece always returns to G in the lowest voice. While not in the key of G, it has a much more stable tonality than the previous two movements. The piece shifts between a tonal center of G and D, which is the dominant of G, and stays on one tonal center for extended periods of time, which has not yet happened in this piece. With very few sharps, and a multitude of B-flats and E-flats, it could also be implied this movement is close to a tonality of G minor.

This movement does not change tempos. It heavily relies on upward motion to G, or other dominant tones, which is first presented in the opening by the tuba and baritone. All instruments will need to be in understanding of how to properly play Latin rhythms, both in style and articulation. Many times, the percussion lines up with the brass, but it also is independent from the motives being presented. An ability to play both independently and with the large ensemble is necessary. There are many offbeat entrances and triplet rhythms throughout this piece that may present a challenge, such as in the examples seen below.

Figure 6.10 Off Beat Entrance Rhythm in Trumpet 3; mm. 117-118

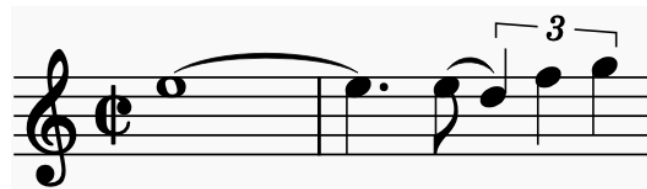


Figure 6.11 Triplet Rhythm in Trumpet 1; mm. 121-122



The range for most brass lies in the middle and upper registers, while the tubas, baritones, and trombones 3 and 4 explore their lower ranges as well. Percussion is played by timpani, three tuned toms (high, middle, and low), suspended cymbal, woodblock, and bass drum. Rhythmic precision and proper technique to play the Latin rhythms is required. The dynamics play a key role in complimenting the rhythms, so players should pay special attention to them.

Unit V. Stylistic Considerations

There are some overall stylistic considerations for the entire piece the composer lists. The composer notes in the score notes the metronomic markings must be regarded as approximations only. The exact tempi and dynamics will also depend on the exact size of the group. He also notes to take in consideration the acoustical conditions the performance will take place to ensure that even in the most complex passages, all the elements will be heard clearly by the audience.

Reed also notes the cornets rarely play the same part as the trumpets. They are meant to blend with the other conical brass instruments, horns and baritones, rather than the cylindrical trumpet and trombones. It is preferred for real cornets to play these parts, with deeper, cup shaped mouthpieces, to achieve the separation of tone color and blending abilities demanded by the nature of the music they will play. The range of the first trumpet suggests it could be played on piccolo trumpet as well. Careful attention to rhythmic precision, phrasing and dynamics will result in the desired sound the composer intended.

The first movement provides multiple styles within it, starting with a slow *marcato* fanfare, before transitioning into an upbeat, lighter fanfare at measure 23. This is followed by a *lento* lyrical section in mm. 103-128, before finally returning to the upbeat, lighter fanfare at m. 129. The heavy use of accents and *marcatos* throughout should have a clear and distinct difference. Reed uses *sempre* and *sffz* markings often, requiring the ensemble to be able to create

sudden changes. Balance to solo lines by those playing during the full ensemble sections is crucial. 3rd and 4th Trombones and tubas in the last four measures of this movement should be highlighted as they have the melodic and rhythmic lines as seen in Figure 6.12. The trumpets and percussion must come down immediately after their *sforzando* attacks and then build again.

Figure 6.12 Melodic Rhythm in Trombone 3; mm. 210-213



The second movement is stylistically in contrast to the first movement, starting in a three-part song form, and going on to a six-part *fugato*. Breath support and tone control will be required for all instruments as long sustained lines are a key component of this movement. Though lyrical, the composer uses accents, *marcato*, and *tenuto* markings throughout to emphasize weight and length of notes. In m. 15, Reed puts the first stylistic change, accents on half notes in the second horn. It calms down again, before finally reaching the weighted, *forte*, section at m. 28, passing off the accented motive, based on an F dorian scale.

Figure 6.13 Example of F Dorian Pattern in Baritones; mm. 30-32

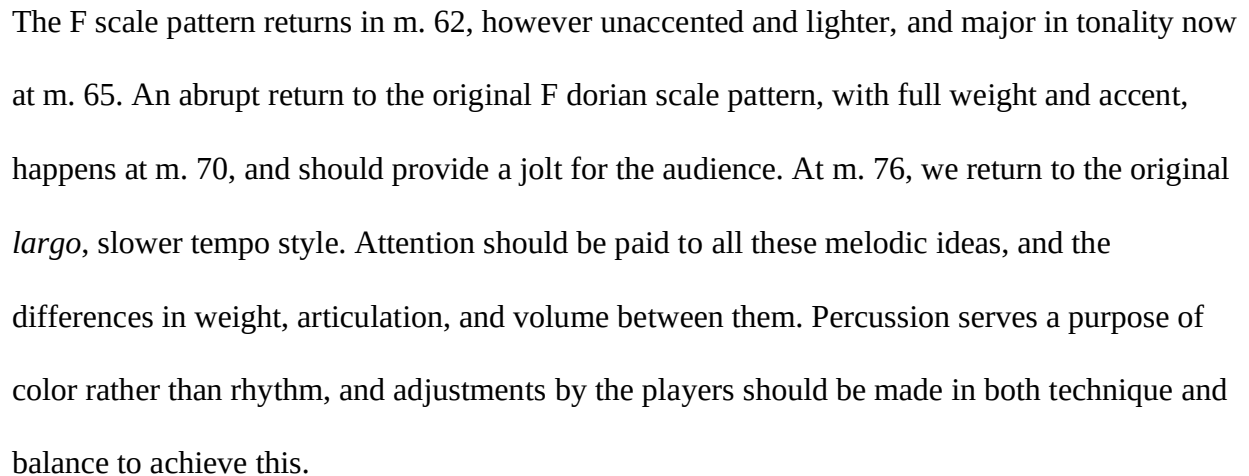


The horns introduce *marcato* quarter notes at m. 32. This motive is again passed around the brass sections until m. 38, where it transitions to the *un poco piu mosso* section.

Figure 6.14 Melodic Rhythm in Horn 1; mm. 32-33

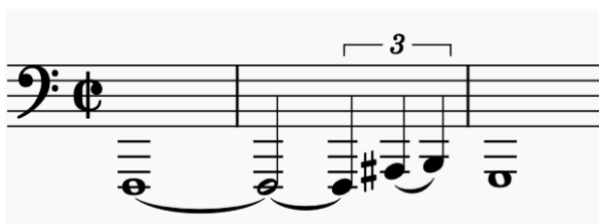


Figure 6.15 Melodic Rhythm in Horn 1; mm. 59-61



The third movement is in the style of a *rondo* built upon Latin rhythms. Percussion should pay close to attention to the written instructions for tuning and playing of their instruments to achieve the proper timbre and colors. The opening theme of the third movement first appears in the tubas in m. 7; this is in the deepest range of the tubas as seen below. If they cannot play it in unison without blurring or with good tone, it should be played in octaves, with the first tuba playing an octave higher until the second note in m. 16.

Figure 6.16 Melodic Rhythm in Tuba; mm. 7-9



The timpani passages, beginning at m. 57, and continuing until m. 71, must be clearly articulated since they make thematic reference. If needed, they can be played slightly louder than indicated, with immediate dampening of each group figure of four tones. The driving, heavily articulated rhythms should be clearly defined by the ensemble, with the lyrical middle section properly played with breath support, tone, and clear note lengths to properly display the contrast of styles. At m. 71, the horns enter on a rhythmic figure that is on a singular pitch. The horns should ensure the switch between the rhythm being played in Horn 1 and 2 and Horn 3 and 4 is seamless and sounds like one horn playing. The *ostinato* rhythm in the low brass should be light yet clear and in line with the groove set by the Tom Tom sticks, as seen below.

Figure 6.17 Dotted Quarter-Eighth Note Rhythm in the Tom Tom Sticks; m. 73



All this together creates a unique rhythm similar to a clave rhythm. The trumpet solos that enter in m. 74 should soar over the top of these rhythms, but not dominate them. This continues until m. 93, where there is a shift in groove to the timpani and tom toms. The mallet instruments enter with the melodic idea in m. 97 and should be played with motion and continuity.

The balance between the trumpet and mallet solos, horn lines, and percussion groove should be close to equal, but with priority given to the trumpet and mallets slightly. This continues until m. 121, where the trumpets and low brass, where they take over the line from the horns. This carries us back to the original A section at m. 130. The A section continues, with the same style, energy, and articulations as the beginning, but slightly more. At m. 160, the style changes to grandiose, stretching at the *allargando* section at m. 164, where the low brass drives

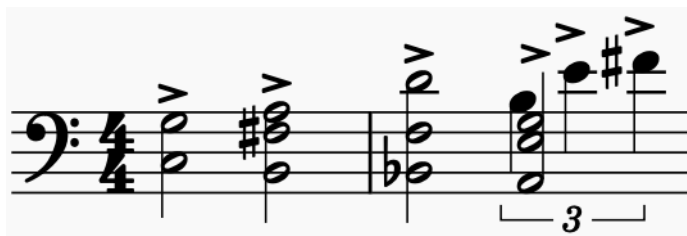
us with triplets into the final chord. A final half note on beat two of m. 166 drives the ensemble to the final articulation at m. 167, which should be strong, accented, but not overdone.

Unit VI. Musical Elements

Overall, this piece in its entirety focuses on tonal centers rather than keys for its playing. Each movement is divided into sections, generally contrasting each other. The first movement presents many rhythmic and melodic ideas that are reused in a different style in the last two movements. The use of solo lines and full ensemble playing interchangeably allows for a vast array of timbres and colors throughout individual sections of the piece. Often, when one group lands on a chord and stops playing, another group starts the same chord at the same time, resulting in my handoffs of harmonies and melodic lines.

The first movement opens with a stately, forceful fanfare in the trombones and trumpets, accented by the rest of the ensemble joining at m. 3.

Figure 6.18 Fanfare Rhythms in Trombones 1, 2, 3, and 4; mm. 1-2, Condensed



This opening climbs upwards in motion, with power chords every few measures, until it descends at m. 15. This descent, followed by power chords and percussion accents, leads to a melodic flowing section at m. 17, before quickly changing to the hopeful, energetic, and upbeat fanfare at m. 23. This section develops, starting with short melodic bursts accompanied by a steady, step-like rhythm in the percussion and assorted brass.

Figure 6.19 Step-Like Eighth-Sixteenth Rhythm in Snare Drum; m. 33



This continues until m. 60, where the music builds ascendingly to m. 84. In this section, the music has a feel of troubledness and unrest, like what you would hear in a 1950's dramatic radio show. At m. 103, the tempo slows down, and the horns introduce a long, melodic passage. This motive, seen below, is repeated by trumpets, then trombones, before the ensemble trades it off in larger chunks. The non-slurred eighth note should be played with a slight lift, and then weight on the *tenuto* leading to the next phrase. This section gives the feel of development of a story.

Figure 6.20 Melodic Rhythm in 1st Horn; mm. 106-109



At m. 129, we return to the original upbeat tempo. This section starts out with just percussion and low brass, adding more instruments and melodic motives as it goes. This continues until m. 159, where the piece slows back down through rhythmic figures; going from eighth notes to dotted half notes. At m. 170, the entire ensemble plays powerful chord progressions until m. 180, where the trumpets bring back the original melodic motive. This section is a reprise of the upbeat fanfare, building and driving to a close. The piece closes with a stately and broad motive in the trumpets and trombones at m. 208, before low brass enters on beat three of m. 210 with the final melodic idea, and percussion rolls help the ensemble *crescendo* starting at m. 211 to the final attack in m. 213.

The second movement opens with a melodic baritone solo, accompanied by chords in the second baritone and tuba. The opening section is one of melancholy and reflection, as if looking back in regret.

Figure 6.21 Opening Theme in Baritone Solo; mm. 1-4



This builds until m. 17, where the chimes mark a change, and the trumpets and trombones take over the melody. At m. 25, the full ensemble reaches a *f* dynamic and builds and grows in a determined and powerful sense to m. 30. This powerful and otherworldly feel continues until m. 42, with the melodic motive below being passed around the ensemble. This motive, introduced in the Horns 3 and 4, brings a return to melancholy feeling, with a bit of a sense of determination and forward motion.

Figure 6.22 Melodic Rhythm in Horn 3 & 4; mm. 42-44



The quarter note melody, with just a hint of separation between the notes, gives a very daunting feel. This continues developing until m. 60, where the full ensemble arrives. The trumpets introduce an eighth note motive of hope and heroism in m. 64, the major version of the melodic idea at m. 28, which is passed around and developed among the brass until m. 72. At m. 76, we return to the slower tempo, which melody in the chimes, which is then echoed in groups of tubas, baritones, and horns. This continues until a horn solo m.83, which carries us all the way to the end, with a feel of unrest, before gaining closure from the percussion on the last chord.

The third movement is built upon a grooving, rhythmic feel that is taken from Latin rhythms. The cut time meter of this movement gives it a much different tempo and feel than the previous two, which is also seen by its brevity in time as well. It starts with driving rhythms in the percussion, the basis of the piece, which is seen below, before the tubas and baritones introduce the melodic motive in their lowest range at m. 7. Horns and trumpets join, giving a sense of adventure that takes us to m. 23. At m. 23, the trumpets introduce the main motive, a heroic, major sounding line, that is accentuated by *glissando* lines in the horns, baritones and tubas.

Figure 6.23 Melodic Rhythm in 1st Trumpet; mm. 25-28



The main melodic motives are passed around and die down until m. 60, where the baritone introduces a mysterious, spy-like motive at m. 61, which then gets developed by the horns and trumpets further.

Figure 6.24 Melodic Rhythm in Baritone Solo; mm. 61-63



This leads into the new groove at m. 70, shown by the change to 3/2 time for a measure, and the bass ostinato happening in the tubas and baritones. Solos in trumpet 1 and 3, stretched out into a more flowing, horizontal motion. At m. 97, the melody is given to the bells and xylophone, one of the first melodic motives the percussion is given in the whole piece and continues with a new sense of mystery and forward motion, this time more optimistic and

aggressive. *Ostinatos* in the timpani and tom toms keep the music moving with a rapid feel, as seen in Figure 6.25, while the brass play melodies consisting of half and whole notes over top.

Figure 6.25 *Ostinato* Rhythms in Timpani and Tom Toms; mm. 93-96



At m. 120, we return to the original melodic motives in the trumpets and trombones. This drives until m. 161, returning melodic ideas from m. 23, where the ensemble hits a sudden halt in tempo. They continue for eight measures, drawing out the main harmonic ideas on extended chords, before finally arriving at the grand finale, which is in a drawn out *allargando* that captures the true feel of power from the brass to lead us to the final chord.

Figure 6.26 Example of Brass Ending in Trumpet Section; mm. 165-167, Condensed



Unit VII. Form and Structure

The piece consists of three movements, labeled I, II, and III. Each movement is untitled and consists of multiple sections. All three movements use a full brass ensemble and a varied percussion ensemble for each movement, with timpani being the consistent instrument across all three. The movements are seven minutes, seven minutes, and four minutes in length

respectively. The first movement is 213 measures long, and in 3/4 and 4/4 time, with 21 rehearsal numbers outlining the macro phrases of the movement.

This movement has five sections: introduction, *allegro*, *lento*, *allegro*, and closing. The introduction is from mm. 1-22, and features solo lines, before becoming full ensemble, and then reducing to horn choir at m. 17. The first *allegro* section is from mm. 23-102. This section is full ensemble until m. 84, when we hear each section take turns with the melodic motive.

The *lento* section is from mm. 103-128. This section highlights a full brass choir, with bells adding a color voice to the lyrical, chorale-like section. The second *allegro* section is from mm. 129-207. This is a reprise of the first *allegro* section and follows the same structure. The closing section is from mm. 208-213, introduced by the trumpets, with response by the rest of the ensemble to close the movement.

Table 6.2 Orchestration Table for *Symphony for Brass and Percussion; Movement I*

Measure	Orchestration
1	Trumpets, Trombones
4	All Brass, Timpani
7	Full Ensemble
18	Horns, Tubas, Timpani
23	Trumpets, Trombones, Baritones, Tubas
25	All Brass, Cymbals, Snare Drum
30	Trumpets, Percussion
32	Full Ensemble
34	Horns, Percussion
35	Horns, Trumpets, Trombones, Snare Drum, Bass Drum
37	Add Baritones, Tubas, and Timpani

43	Horns, Cornets, Trombones, Snare Drum, Bass Drum
46	Add Trumpets
52	Full Ensemble
53	Horns, Cornets, Trombones, Snare Drum, Bass Drum
55	Add Trumpets
60	Full Ensemble minus Timpani
62	Trumpets and Percussion
64	Horns, Cornets, Baritones, Tubas, Timpani
66	All Brass and Timpani
74	Horns, Baritones, Tubas and Percussion
77	Trumpets, Baritones, Tubas, and Percussion
84	Horns and Timpani
87	Add Trumpets
90	Trumpets, Trombones, and Timpani
96	Add Baritone (solo) and Tuba
103	Horns
110	Trumpets, Trombones, Tuba 1
114	Add Horn 2 and 4 and Bells
120	All Horns and Trumpets
127	Trumpets
129	Add All Percussion
133	Baritones, Tubas, and All Percussion
137	Add Horns
142	Trumpets, Baritones, Tubas, and All Percussion
150	Add Horns
153	Add Trombones, Subtract Horns

156	Full Ensemble
176	Horns, Cornets, Trumpets, Trombones, Snare Drum, and Bass Drum
185	Full Ensemble
186	Horns, Cornets, Trombones, Snare Drum, and Bass Drum
194	Full Ensemble
195	Trumpets, Timpani, and Snare Drum
197	Add Horns, Baritones, and Tubas
200	Full Ensemble
208	Trumpets, Trombones, and Timpani
209	Full Ensemble to the End

The second movement is 96 measures in length with nine rehearsal markings indicating the macro phrases of the movement. This movement is completely in 4/4 time. This section is in three-part song-form, otherwise known as ternary or ABA format. The A sections are long, lyrical melodies, while the B section is a six-part *fugato*, seen in the call and response that happens.

The first A section is from mm. 1-41, highlighted by solos in the baritones and horns, before moving to a full ensemble sound at m. 20. In m. 28, the full ensemble passes around a melodic idea based on an F dorian scale. The B section is from mm. 42-75 and follows a theme of exposition of a motive in the upper voices being imitated in the counterpoint happening in the lower voices. This F scale pattern happens again, however in F major, at m. 65, before the F dorian section returns at m. 70. The final A section is from mm. 76-96, and is almost completely structured as horn, baritone and tuba solis that trade off playing.

Table 6.3 Orchestration Table for *Symphony for Brass and Percussion; Movement II*

Measure	Orchestration
1	Baritone Solo
2	Add Tubas
8	Add Horn Solo
10	Add Horn 2
14-16	Add Horn 3 and 4
18	Chimes, Trumpets, and Trombones
20	Horns 3 and 4, Baritones, Tubas, and Timpani
28	All Brass and Timpani
42	Horn 3, Trombone 1, and Timpani
44	Add Solo Trumpet 3
45	Add Trombone 3 and Horn 1
46	Add Trumpet 2
50	Horns, Trumpets, Trombones, and Timpani
52	Add Horn 1 and 2
54	Add Solo Baritone
56	Add Solo Tuba
60	Full Ensemble
65	Horns, Trumpets, Trombones, Baritones, and Tubas
70	All Brass and Timpani
77	Trumpets, Vibraphone, Bells, and Chimes
84	Horn 1 and 2, Baritones, and Tubas
89	Add Horn 3
91	Trumpets, Trombone 1, Vibraphone, Bells, and Chimes
93	Horn 1 and 3, Baritones, and Tubas

95	Add Vibraphone, Bells, and Chimes to End
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The third movement is 167 measures in length with 16 rehearsal markings. It is in 2/2, or cut time, with a middle section that goes into 3/2 time. The structure of this movement is that of a *rondo*, which has a principal theme that alternates with contrasting themes throughout. This movement is made up of five sections, in a pseudo-ABACA *rondo* format.

The opening A section, the one emphasized by the Latin beats in the percussion, is from mm. 1-22. This is featured by driving percussion and the motive introduced in the low brass. The B section is from mm. 23-49, highlighted by a whole note and eighth note melody in the trumpets that is accentuated by *glissandi* in the horns, euphoniums, and tubas. The return of the A section at mm. 50-69 starts with a full ensemble sound, before thinning out to section and solo playing. The C section from mm. 70-99 is seen by the change of time to 3/2 for one measure. Here, the baritones and tubas play a bass *ostinato* while the trumpets play a soaring whole note melody, and the horns keep pulse with repeating eighth notes on the same pitch.

At mm. 100-167, the final A section returns, starting with variations on whole and eighth note melodies from the first section, before all sections join into a raucous, feverous symphony at m. 133. This continues until m. 161, where Reed hits the brakes by having the entire ensemble play chords on half notes. One final chord is held at the end and ends on an emphatic articulation on the downbeat of m. 167. A note about the sections of this movement; they are not as clearly defined as the other two movements, and many times one movement is starting while another one ends, leading to a melding of sections that creates a flowing, uninterrupted musical experience.

Table 6.4 Orchestration Table for *Symphony for Brass and Percussion; Movement III*

Measure	Orchestration
1	Tom Toms
3	Add Suspended Cymbal and Bass Drum
4	Add Wood Block
5	Add Timpani
7	Add Tubas
11	Add Baritones
13	Add Horns
17	Add Trumpets
20	Horns, Cornets, Trombone 4, Baritones, Tuba, and All Percussion
23	Full Ensemble
53	Solo Trombone 1, Baritones, Tubas, and Percussion
55	Solo Trombone 4, Tubas, and Percussion
58	Solo Tuba and Horns
60	Trumpets and Solo Tuba
63	Solo Baritone
64	Trombone 1
65	Horns and Trombone 1
66	Add Trumpets, Timpani, and Xylophone
71	Horn 1 and 2 and Tom Tom Sticks
72	Add Baritone and Tuba Ostinato
74	Add Solo 3rd Trumpet, Horn 3 and 4, and Bass Drum
78	Add Solo 1st Trumpet
93	Add Trombone 3 and 4
110	Horns, Solo 4th Trumpet, Trombone 3 and 4, Tuba 2 and All Percussion

121	Trumpets, Trombones, Baritones, Tubas, and All Percussion
122	Subtract Bells
130	Full Ensemble, no Tubas
133	Add Tubas
134	Full Ensemble to End

Unit VIII. Suggested Listening

Russian Christmas Music by Alfred Reed

Symphony No. 3 by Vittorio Giannini

Divertimento by Vincent Persichetti

Armenian Dances Part 1 and Part 2 by Alfred Reed

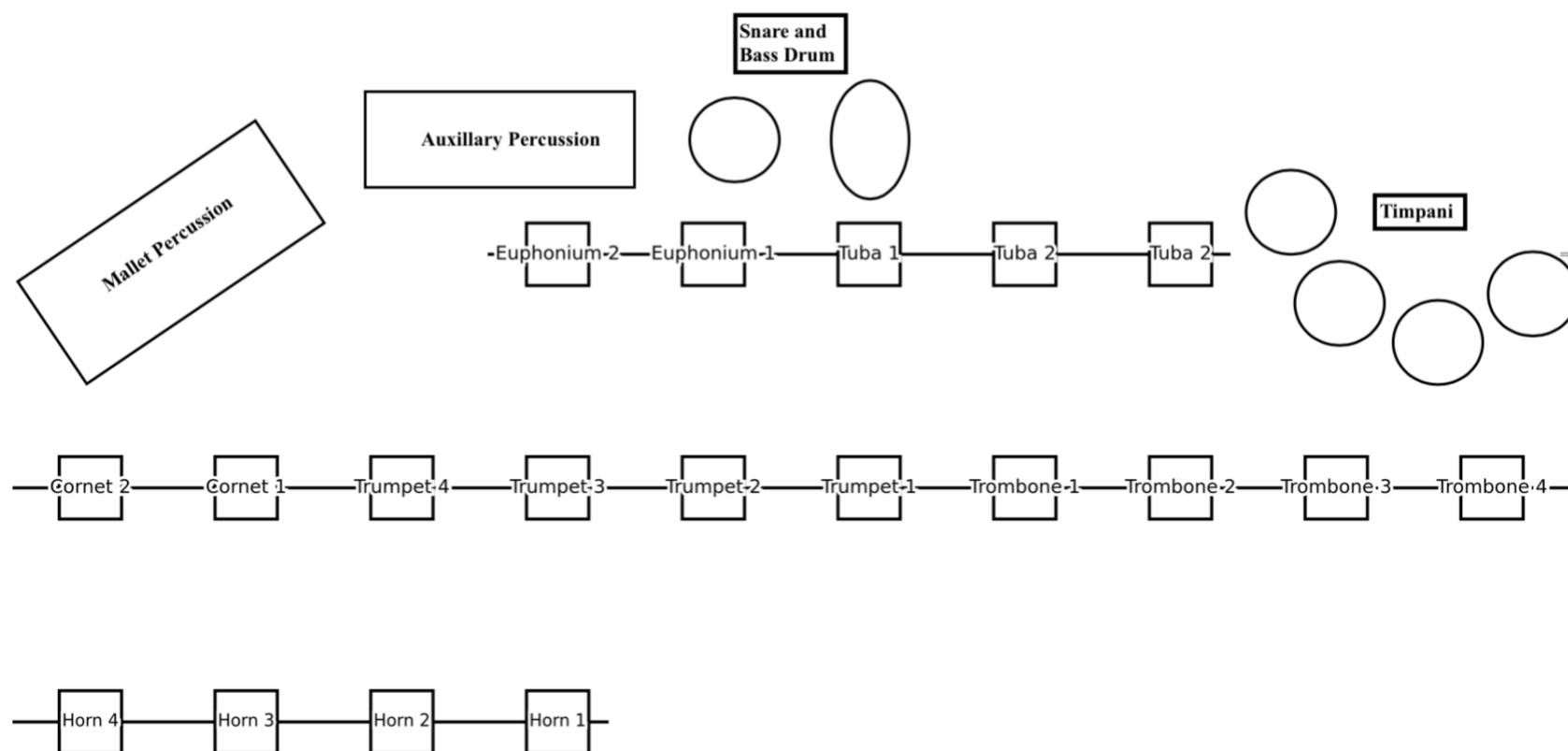
El Camino Real by Alfred Reed

Mars from Planet Suite by Gustav Holst

Unit IX. Seating Chart and Acoustical Justification

The seating chart seen in Figure 6.27 reflects the set up used for the performance of *Symphony for Brass and Percussion* by the Kansas State University Wind Ensemble. The ensemble is set up this way to accommodate the size and space of the room, McCain 201, as well as the needs of the other pieces being performed on the concert. Blank space is left on the sheet to indicate where woodwind players left empty seats as they exited the stage; to accommodate for a quick transition, principal players are arranged towards the center of the band to allow ensemble members to listen in to their principal players. Cornets are behind horns as they play with the Horn 3 and 4 the most often, and timpani are next to Trombone 3 and 4 and tubas, to blend and balance those parts. Bass Drum and snare drum are behind Tuba 1 to help each other dictate tempo and the base of sound for the ensemble.

Figure 6.27 Seating Chart for KSU Wind Ensemble



Unit X. Rehearsal Plans and Evaluations

Rehearsal Plan – Rehearsal #1

Ensemble: KSU Wind Ensemble

Announcements: Introduce me and a brief overview of the piece.

Literature: *Symphony for Brass and Percussion*

Time: 4:40 pm – 5:20 pm

Plan	Assessment
1. Read through the piece: Mvt. II, III, I. This to start with what they can play to build confidence before seeing where they will need technical work. (25 min) 2. Focus on the eighth note and quarter note triplets and apply that concept across movements. a. Mvt. 3 – m. 7-42, mm. 140-159 b. Mvt. 1 – mm. 1-4, mm. 139-169, mm. 182-206 (15 min) 3. If time, start working on the same concept with eighth note runs starting on the off beats in Mvt. 2 and 3. a. Mvt. 2 – mm. 65-75 b. Mvt. 3 – mm. 101-154	1. Initial run-through – assess the ensemble’s ability to play the following: a. Correct Notes b. Correct Rhythms c. Style, Articulation, and Dynamics d. Attacks and Releases e. Tempo Control and Counting Rests 2. Assess the ensemble’s ability to: a. Quickly learn and improve triplet rhythms b. Ability to transfer concepts across movements. 3. Individual Assessment: a. Conducting – Technique, Tempo, and Style b. Musicality – am I showing expression? Who needs my help, and who can I let play without micro-conducting them?

Rehearsal Plan – Rehearsal #2

Ensemble: KSU Wind Ensemble

Announcements: Review assessment from video back, and share the key concepts being used today.

Literature: *Symphony for Brass and Percussion*

Time: 4:40 – 5:20

Plan	Assessment
1. Mvt. 3 - mm. 101-154 a. Review, if we didn't get to last time, then also transfer to Mvt. 2: mm. 65-75. (10 min) 2. Style and Rhythm a. Marcato Quarter Notes i. Mvt. 1: mm. 8-11 ii. Mvt. 2: mm. 32-37 b. Accent Quarters i. Mvt. 1: mm. 53-84, mm. 162-194, mm. 200-end. ii. Mvt. 2: mm. 60-75 iii. Mvt. 3 mm. 140-end c. Starting in Mvt. 1, address big chunks, and then transfer the concept quickly to Mvt. 2 and/or Mvt. 3 (30 min)	1. Assess the ensemble's ability to: a. Quickly learn and improve triplet rhythms b. Ability to transfer concepts across movements. 2. Assess Style and Rhythm a. Can the ensemble properly play the rhythms in time at the written tempo? b. Can they use the correct accent and <i>marcato</i> articulations, regardless of dynamics? c. Can they transfer concepts without being told to transfer? 3. Individual Assessment: a. Conducting – technique, tempo, and style b. Musicality – am I showing expression? Who needs my help, and who can I let play without micro-conducting them?

Rehearsal Plan – Rehearsal #3

Ensemble: KSU Wind Ensemble

Announcements: Share information on concert seating and riser set up; practice this acoustically in rehearsal.

Literature: *Symphony for Brass and Percussion*

Time: 3:30 – 5:20 pm

Plan	Assessment
1. Mvt. II – Work chunks and work on timbre and tone. (40 min) a. Mm. 8-24 b. Mm. 12-41 c. Mm. 42-59 d. Mm. 60-75 e. Mm. 76-96 2. Mvt. 1 – Work chunks and work on timbre and tone. (40 min) a. Mm. 103-128. Lento, match Mvt. II b. Mm. 1-22. Lento, match Mvt. II c. Mm. 23-43 d. Mm. 44-69 e. Mm. 70-102 f. Mm. 129-end 3. Mvt. III – Work Chunks and work on timbre and tone. (30 min) a. Mm. 40-79; build up section by section b. Mm. 93-120; build up section by section c. Mm. 130- end; build up section by section	1. Assess the ensemble’s ability to: a. Retain and improve on notes and rhythms b. Quickly learn and improve tone, timbre, and style c. Transfer concepts across movements in similar areas. 2. Assess Tone, Timbre, and Style a. Can the ensemble properly match tone and timbre across the ensemble, and change depending on what the music calls for? b. Can they use correct style as marked in music, and transfer from one style to another without issue? c. Can they transfer concepts without being told to transfer? 3. Individual Assessment: a. Conducting – Style and Facial Expressions b. Musicality – am I showing with my face and pattern the correct tone and style required? Is communication able to happen non-verbally with the ensemble?

Rehearsal Plan – Rehearsal #4

Ensemble: KSU Wind Ensemble

Announcements: Reminder to ensemble of the rehearsals left until the concert;
offer to attend sectionals and work with individual sections on my piece.

Literature: *Symphony for Brass and Percussion*

Time: 4:40 – 5:20

Plan	Assessment
1. Mvt. II – Run larger chunks, working on tempo and vertical alignment. (40 min) a. Mm. 93-151 (10 min) b. Mm. 121-151 (10 min) i. Each chunk, percussion only to start, everyone else sizzle rhythms. ii. Add sections in playing, in order: Horns, Trombones, and Trumpets. Have all sing and then play. c. Mm. 1-49 (break down to mm. 1-24, and mm. 25-49) (20 min) i. Each chunk, percussion only to start, everyone else sizzle rhythms. ii. Add sections in playing, in order: Low Brass, Horns, Cornets, and Trumpets Have all sing and then play. Take out slurs for vertical alignment.	1. Assess the ensemble's ability to: a. Recall and apply previously worked concepts. b. Ability to sizzle, sing, and play their parts with rhythmic accuracy and vertical alignment. 2. Assess Vertical Alignment and Rhythmic Accuracy a. Can the ensemble properly sizzle, sing, and play rhythms at the written tempo, without dragging or tearing as an ensemble? b. Can they sizzle, sing, and play parts with vertical accuracy in comparison to other parts happening simultaneously? 3. Individual Assessment: a. Conducting – Is my head up and out of the music? Is my pattern size reflective of the written dynamics? Am I maintaining a steady tempo? b. Musicality – Is my left hand displaying more than mirroring and providing musical intent to the ensemble?

Rehearsal Plan – Rehearsal #5

Ensemble: KSU Wind Ensemble

Announcements: Final rehearsal – reminder of stage set up and ensure to bring towels and practice mute placement to ensure no disruption on stage.

Literature: *Symphony for Brass and Percussion*

Time: 4:30 – 5:20

Plan	Assessment
- Mvt. 1 – final checks for errors and work transitions between large sections. (20 min) - Mm. 10-43 - Mm. 84-119 - Mm. 119-159 - Full Run of Mvt. 1 - Mvt. III – final checks for errors and work transitions between large sections. (20 min) - Mm. 40-79 - Mm. 80-130 - Mm. 145-end - Full Run of Mvt. III - Mvt. II – final checking for errors and work transitions between large sections. (10 min) - Mm. 64-end - Mm. 32-59 - Full Run of Mvt. II	- Assess the ensemble's ability to: - Recall and retain all previously worked concepts. - Perform each movement at performance level and have smooth transitions between large sections - Assess Transitions - Can the ensemble change tempo, styles, and dynamics between sections seamlessly? - Can they perform all transitional markings (<i>accelerando</i>, <i>ritardando</i>, etc.) as a group and with the conductor? - Can the ensemble do all non- playing aspects of performance? (Mutes, bows, soloist stand, etc.) - Individual Assessment - Conducting – Is pattern size varied and accurate? Are facial expressions vibrant and useful? - Musicality – Do I portray a bridge between the music and the audience?

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Appendix A - Graph of *Cajun Folk Songs* by Frank Ticheli

Dr. Frank Tracz created the Graph Analysis as a method of analyzing scores for wind band in a comprehensive and thorough manner. This graph details every measure of the piece, at both the micro and macro levels, through the following categories: *Form*, *Phrase Structure*, *Tempo*, *Dynamics*, *Meter and Rhythm*, *Tonality*, *Harmonic Motion*, *Orchestration*, *General Character*, *Means for Expression*, *Conducting Concerns*, and *Rehearsal Considerations*. Each of these categories are further detailed below:

Form details the structure of the piece at the macro level.

Phrase Structure details the phrase structure within the *form*, as well as within each measure, at a micro level.

Tempo details any tempo markings, as well as any markings that dictate a change in tempo.

Dynamics details any written dynamic markings, as well as written and implied dynamic changes throughout.

Meter and Rhythm details meter changes and significant rhythms for each area of the piece.

Tonality details general tonal centers for the piece at a micro level.

Harmonic Motion details specific chords and chordal changes, as well as functions such as suspensions, that occur in the piece.

Orchestration details the instruments that are playing in each measure throughout the piece.

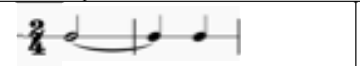
General Character details the intent and emotional setting the conductor intended to invoke throughout the piece.

Means for Expression details methods that a composer can use to help the ensemble perform musically and reach the conductor's intent.

Conducting Concerns details areas in need of additional attention and reasoning behind conducting decisions made by the conductor.

Rehearsal Considerations details areas in need of additional attention and methods to rehearse these areas.

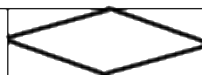
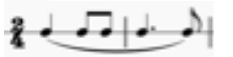
Composition: Cajun Folk Songs
 Composer: Frank Ticheli

Measure #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
Form	Introduction						Theme A											
Phrase Structure																		
Tempo	QN = 63 - Flowing																	
Dynamics	<i>mf</i>						<i>mp</i>						<i>mf</i>					
Meter/Rhythm																		
Tonality	D Dorian																	
Harmonic Motion	D minor		A minor			D minor	A minor		D minor	Bb Maj - D min 6/4	A minor	D minor	G Major	D minor 7	Bb Maj	D minor		
Orchestration	Alto Saxophone Solo								Alto Saxophone and Clarinet 1									
General Character	Reflective and Lamenting; a folk melody of woe and sorrow						Harmony takes over and emphasize lament in the melody. Timbre of Cl. 1 and Alto Sax 1 create a dark and eerie sound in these registers								Sad resolution of the main theme			
Means for Expression	Alto Sax solo should be played freely and with vibrato if possible. Allow for the musicality to take presecident over strict time.						The entrances in the accompaniments should support, not overpower, the Alto solo. Cl. 1 should be just beneath with the counter line. Cl. 1 should play with the same style and passion as the Alto solo.											
Conducting Concerns	Allow for freedom by the soloist; conducting can be a trace pattern to help keep general time and phrasing, but do not hinder expression of the sollists. Allowing the soloist to start without a downbeat is plausible.						A stylistic cue for the entrance in Clarinet 1, along with a supportive breath. Help show the ponts of growth and swell, and use pattern to help keep the two parts together without causing it to feel strict.											
Rehearsal Consideration	Focus on ensuring the soloist is playing the line technically correct before allowing for freedom. Phrase structure should be established as this motiff is repeated throughout the entire movement.						Both lines should be rehearsed seperately, to allow the other player to hear how the line fits with theirs. Rehearsing together, focus on clarity of rhythms, balance and timbre, and having the moving line play out while the other line sustains, and vice versa.											

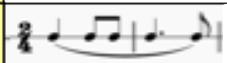
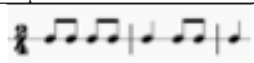
Composition: Cajun Folk Songs
 Composer: Frank Ticheli

Measure #	17	18	19	20	21	22	23	24	25	26	27	28
Form	Theme A						Transition					
Phrase Structure												
Tempo	QN = 63 - Flowing											
Dynamics	<i>mp</i>											
Meter/Rhythm												
Tonality	D Dorian											
Harmonic Motion	D minor	G Major	D minor	F Maj - Sus to m. 21	D minor - Sus. To m. 22	G Major add 9	F major	A minor 7	D Minor		Bb 7	D minor
Orchestration	All Woodwinds and Upper Brass											
General Character	Fuller orchestration gives a deep and thick pouring of passion and emotion, pulled from deep within.						Rhythm in the main melody provides forward motion, while accidentas give a new timbre that hints at change to come.					
Means for Expression	Dynamics in supporting lines should be played with intent and definition without overpowering the melodic line. No break in air on slurred notes with a drive forward to the next phrase.						The entire ensemble should follow the melody in swells and decay of sound; even if not written in their parts. 16th notes should drive downward with energy and flow.					
Conducting Concerns	Time needs to be more structured from here out. Helping the melody with entrances where needed, however showing shape and intent to supporting line will help have a fuller texture of sound.						Use of left hand and melding gestures to show forward motion and points of emphasis in the melodic line. Use a melding gesture and more horizontal motion on the dotted quarter notes to help the ensemble grow through the note and drive the melody.					
Rehearsal Consideration	Balance with the fuller ensemble will be a key point of rehearsal. Helping the suspension in mm. 19-20 to be heard and fully sustained will require attention, as well as holding the dotted quarter note rhythm for the entirety of its duration.						Concert C# in the melodic line will trip up less experienced players. Many times throughout, as seen in m. 25, Ticheli will have players crescendo while the line has downward motion - helping players to do this and not decay will require repetitions.					

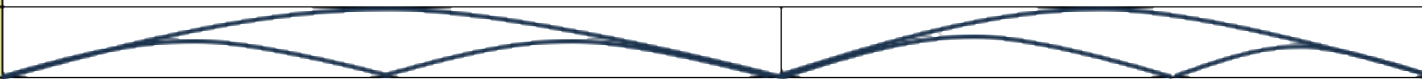
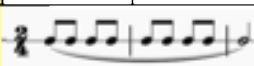
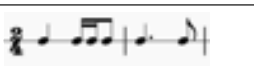
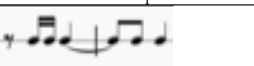
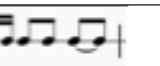
Composition: Cajun Folk Songs
 Composer: Frank Ticheli

Measure #	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43
Form	Theme B														
Phrase Structure															
Tempo	QN = 63 - Flowing														
Dynamics	<i>mf</i>					<i>mf</i>				<i>dim.</i>		<i>pp</i>			
Meter/Rhythm															
Tonality	D Dorian														
Harmonic Motion	D minor		G major	D minor	D minor	D min 7	D minor	D minor 6/4	D minor		A minor	D minor	G Major/ F major	A minor 7	
Orchestration	Clarinets, Oboes, Bassoons, All Saxophones, Trumpets, and Trombones											Flutes and Clarinets			
General Character	Addition of Oboe to the main melody proves a brighter timbre, before shifting back to the darker, lamenting sound at m. 34. The main melody concluding its second variation digs deep in the soul.										Hollow and airy flute tone has taken over the melody, giving a sound of emptiness and grief.				
Means for Expression	Quarter notes in m. 33 should drive forward, carrying over the barline. Oboe should be the primary voice, yet not overpowering.					In m. 38, supporting lines should bring out quarter note-eighth note line to support the hold in the melody.					Flutes should play with a full tone, yet let the natural sound of the exposed flute pierce. Cutoffs should be with air and clear in m. 40				
Conducting Concerns	Cue entrance in 1st Oboe with breath and dab/float mix. First meter change appears, put emphasis on beats 2 and 3, before showing a weighted growth on each downbeat in m. 33.					Help show sustain and growth in Tenor Sax and Trombone lines. Use left hand to prepare and show a gradual dim. In m. 38. Emphasis on flow and sustain in pattern.					Show a clear cut off on the "a" of 2, help them to prepare for this with a gesture of syncopation. Shift focus showing flutes they lead, and helpign supporting line in the clarinets.				
Rehearsal Consideration	Continuing to pay attention to correct pitches and rhythms, as well as emphasizing listening for when players need to bring their individual lines out.					At this point, as the ensemble thins out, lack of percussion will cause the ensemble to want to drag. Help bring out the suspension in the Bass Cl. in m. 36.					The release on the "a" of 2 will require a lot of work as most students will release early. Intonation and tone in the exposed flutes will need work.				

Composition: Cajun Folk Songs
 Composer: Frank Ticheli

Measure #	44	45	46	47	48	49	50	51	52	53	54	55
Form	Theme B						Theme A - Building to Climax					
Phrase Structure												
Tempo	QN = 63 - Flowing											
Dynamics	<i>mf</i>					<i>mp</i>	<i>mf/mp</i>					<i>f/mf</i>
Meter/Rhythm												
Tonality	D Dorian											
Harmonic Motion	A minor 7	G Major	D minor	F maj - Bb maj	D minor			A minor	D minor	Bb Major	D minor	
Orchestration	Add Alto Saxophone						All Wind Players and Percussion 2					
General Character	A dying and decay of the melody occurs, before suspended cymbal at m. 49 provides a sense of growth and increased emotion.						Agony and unfiltered raw emotion take over here. This emotion is one that will not die away, as the sus. cymbal renews the anguish throughout.					
Means for Expression	Melodic lines, now being unsupported, should play with full tone and breath support, playing phrases without break. Full, strong crescendo should be lead by cymbal in m. 49.						Full texture should be achieved by balancing parts almost equally. Players should listen, and bring out moving lines when others have sustalins. Sus. Cymbal should drive reemphasis of the emotion.					
Conducting Concerns	Help show that Alto Sax should lead this group of instruments playing the solo line. A strong swell and decay in m. 47-48 can be shown with a large meld using both hands, showing vertical and horizontal volume and depth.						Show a clear release that demonstrates resonance for the suspended cymbal in mm. 50 and 54. Diminuendo in horns and trumpets in m. 55 can be shows with eye contact and non verbal gestures.					
Rehearsal Consideration	Accidentals in the Clarinet 2 in mm. 44-45. With only the melodic line being scored, focus on unison intonation and rhythm will be key. The quarter notes on beat 2 and 3 of m. 49 in the bassoons need to be to the fore.						Rehearsing the different melodic and harmonic lines seperately to allow students to hear how they interplay will be necessary. Work in dynamic growth that does not get too loud or lose tone is needed. Eighth notes on beat 2 of m. 55 need to drive forward and not be late.					

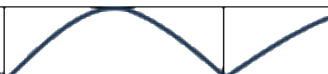
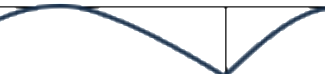
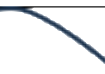
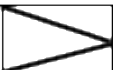
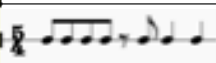
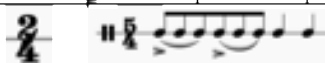
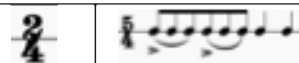
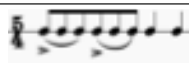
Composition: Cajun Folk Songs
 Composer: Frank Ticheli

Measure #	56	57	58	59	60	61	62	63	64	65	66
Form	Theme A - Building to Climax										
Phrase Structure											
Tempo	QN = 63 - Flowing										
Dynamics	dim.	mp					Cresc. Poco a poco			mf	
Meter/Rhythm											
Tonality	D Dorian										
Harmonic Motion	D minor						D minor 6/4	D minor	G Major	D minor	
Orchestration	All Wind Players and Percussion 2						Add Timpani				
General Character	Melody and Counter Melody happening in flutes and alto saxes give tensions, as both are of equal volume, fighting to come out of the texture.						Strong and ominous. The alto sax main motif persists while flutes, trumpets, and xylo enter with a new, staccato line that contrasts harshly with the flowing melody.				
Means for Expression	Tension between parts should be encouraged, not simmered. Allowing for Alto Sax to lead their melodic idea, while Cl. 1 leads their melodic idea, will provide the timbre and dynamic swells needed.						While not marked with articulations, the line in flutes, trumpet, and xylophone should be contrast in style to the movement up to this point. Space between notes, and more front to the notes will help shape this idea.				
Conducting Concerns	Horizontal and flowing gestures here to show sustain of sound in all lines. Do not let pattern size get too large here. Help show motion across barline for those with notes tied over the barline. Facial expressions should become more exaggerated yet honest.						Show the style of the new line in flutes, trumpet, and xylo - spaced and with front. This could almost be a soft marcato shown through dab gestures. Gestures of syncopation in m. 62 will help the line to start in time and tempo.				
Rehearsal Consideration	Once again, allowing the two melodic motives to be heard separately will be needed. Helping to bring out and correctly hold suspensions in mm. 59-60, as well as tone in this softer section.						Helping the ensemble to have a full crescendo, without getting too loud too early. Follow the 70/30 crescendo rule. Helping the style in the flute, trumpet, and xylo lines, as well as ensuring correct rhythms and intervals.				

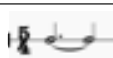
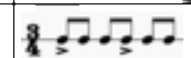
Composition: Cajun Folk Songs
 Composer: Frank Ticheli

Measure #	67	68	69	70	71	72	73	74	1	2	3	4	5	6	7	8
Form	Climax	Coda							Introduction				Theme A			
Phrase Structure																
Tempo	QN = 63 - Flowing					rit. To QN = 40			QN = 152-160							
Dynamics	<i>f</i>		<i>mf</i>		<i>mp</i>		<i>pp</i>		<i>p</i>				<i>mf</i>		<i>mp</i>	
Meter/Rhythm									(6/8) + (2/4) feel							
Tonality	D Dorian								F Major							
Harmonic Motion	D minor/ add Bb	G major	D minor	G Maj. add 9	D minor	D min. 7 G Maj. add 9	F Major	D minor 6/4	F Drones with F Major Arpeggio Outlined in Trumpet 1 Solo							
Orchestration	All Wind Players, Percussion 2, and Timpani					All Woodwinds and Horns			Bassoons, Clarinets, Tenor Saxophone, and Sand Blocks				Add Trumpet and Trombone 1			
General Character	Climax of the movement. Pure emotion.			Trails off, dies away slowly					Droning with a rhythmic clave		Gathering energy yet still gentle		Soft excitement with growing, yet repressed energy			
Means for Expression	M. 67 should be the fullest volume of the movement. MM. 70-71 should swell aggressively before fading.					Ritardando as a group; fade out and use an air release to end notes.			Emphasize accents in ostinato; find the rhythmic pocket				Trumpet should lead with a mellow tone. Emphasize the "and of" 2.			
Conducting Concerns	Aggressive and emphatic downbeat of m. 68 and help sound not decay until beat 2 of m. 69			Show one last swell with left hand float gestures in mm. 70-71, before using a pattern size that gradually gets smaller to show decay. Allow right hand to slowly come to side to show the fade out.					Straight-line conducting in the 5 pattern of your choice (I used a 3+2, as this matches the rhythmic motive used)				Show a stylistically appropriate cue for Trumpet solist. Using a gesture of syncopation, help show emphasis on the "and of" 2.			
Rehearsal Consideration	Work on not allowing the decay to happen too early in m. 69. Sustains and tone in louder areas.			Focus on having natural releases that still maintain tone as they fade out. Clarity in the quarter notes in m. 72 will help establish the slower tempo.					Ensure absolute rhythmic precision in the sand blocks. This sets up the entire movement.				Ensure sustains from m. 4 do not release until sustains in m. 5 enter. Sustains should support, not overpower, the soloist.			

Composition: Cajun Folk Songs
 Composer: Frank Ticheli

Measure #	9	10	11	12	13	14	15	16	17	18	19	20	21
Form	Theme A			Theme B									
Phrase Structure													
Tempo	QN = 152-160												
Dynamics	<i>mp</i>					<i>p</i>	<i>mp</i>			<i>mp</i>			
Meter/Rhythm													
Tonality	F Major												
Harmonic Motion	F Drones with F Major Arpeggio Outlined in Trumpet 1 Solo			F 7 Outlined in Melody with F Drones. E and A emphasized on Strong Beats									
Orchestration	Bassoons, Clarinets, Trp Sax, Tpt 1, Tbn 1, and Sand Blocks		Trumpet 2 and Clarinet	Clarinet and Flute			Tenor Sax and Clarinets		All Woodwinds and Percussion 2				
General Character	Repressed energy starting to decay, die away.			Very aloof and lightfooted in the upper woodwinds; a sense of wanting more					Gathering energy and thickening in texture. Sense of driving more forward.				
Means for Expression	Sustain in tone and air quality in the held notes and support the sand blocks.			Play with a lighter style while still putting emphasis on the accented notes without being harsh. Sustain energy over brarlines					Use slurs to group notes in terms of where the emphasis should lie. Rhythmic figures on a single pitch should be present but in the background.				
Conducting Concerns	Using eye contact and breath, help show full sustain in long notes, while maintaing a small yet precise pattern.			Cue flutes and clarinets in m. 12. Cue Tenor Sax and Cl. 3 in m. 15. Use a float gesture in mm. 15-16 to show sustain.					Using pattern size and facial cues, help emphasize both the micro (in measure) and macro (phrase structure) 3+2 that is happening.				
Rehearsal Consideration	Use of mutes in this short period should be prepared. Muted instruments must play with more volume with mute in.			Vertical allignment between melodic lines and harmonic lines must be solid. Eighth notes in m. 14 in piccolo should be resonant and subtle.					Tied eighth notes in m. 18, and throughout the entire movement, should be ensured to not drag. Articulations should be emphasized in rehearsing.				

Composition: Cajun Folk Songs
 Composer: Frank Ticheli

Measure #	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	
Form	Theme A						Theme B			Theme A				Transition			
Phrase Structure																	
Tempo	QN = 152-160																
Dynamics			<i>p</i>				<i>mf</i>										<i>ff</i>
Meter/Rhythm																	
Tonality	F Major									Ab Major							
Harmonic Motion	F 7 Outlines in Melody with F Drones						F add 9			Ab add 9					C add 11		
Orchestration	All Woodwinds and Percussion 2						Add Xylophone			Flutes, Oboes, Clarinets, Tenor Sax, Trumpets, Horns, Trombones, and Euphonium							
General Character	Light and lilted. Upper woodwinds provide a driving, yet careful, feel. Starting to become dance like.									Bold and emphatic. Accented and aggressive, with a sense of triumph and confidence							
Means for Expression	Continue to emphasize the 6/8 + 2/4 feel in the main melod idea, while pushing energy through the notes in the 2/4 to keep it driving forward.						More emphasis in this section on the accented notes, especially in the 6/8 bar m. 30.			Embrace the change in timbre with the brass instruments taking over. Steady yet aggressive crescendo in mm. 35-36, with clean and heavily accented notes in m. 37. This should still maintain resonance.							
Conducting Concerns	Show cue for entrance in Flutes, Oboes, and Clarinets. Smaller pattern size and left hand gesture to show decrescendo in mm. 26-27.						Use 6/8 + 2/4 pattern for m. 30. I like to do this in a macro four feel (3+3+2+2).			Punch gesture for cue in brass entrance at m. 31. Show gesture of syncopation for the "and of" 2 until it is not needed in rehearsal. Conducting 6/8 + 2/4 can help the clarinet line to lock in once melody is comfortable.							
Rehearsal Consideration	Monotone harmonic lines must have the same rhythmic accuracy and articulations as the main melody.						Alto Saxes should embrace the minor second dissonance in their part.			Accidentals and tonality change will need to be highlighted in rehearsals. Tone, articulations, and volume will need to be rehearsed and adjusted in the brass.							

Composition: Cajun Folk Songs
 Composer: Frank Ticheli

Measure #	38	39	40	41	42	43	44	45	46	47	48	49	50	51
Form	Theme A'						Theme B				Theme A'			
Phrase Structure														
Tempo	QN = 152-160													
Dynamics	ff										mp			
Meter/Rhythm														
Tonality	C Major						G Minor							
Harmonic Motion	C Major	Add Gb	C Major	Add Db	C major	Add G	G min add 9	F add 9	G min add 9			G min add 13	A min 7	G min add 13
Orchestration	Full Ensemble						Flutes, Oboes, Bassoons, Clarinets, Alto Clarinet + Bass Clarinets, Alto Saxes, Barl Sax, Trombones, Euphoniums, Tuba, and Triangle							
General Character	Happy and upbeat melody, interrupted by aggressive and brooding entrances in the low brass						Dance-like with an intermittent sense of chaos brought out by meter and rhythm changes. Flowing and melodic, until an ensemble growth in dynamics into m. 52							
Means for Expression	Entrances in the low brass should be menacing, with front and sustain. Notes in the melodic line should not release until the low brass enters in each 2 bar phrase.						Emphasize slurs in the melodic line. Lighter fronts to notes, but still maintain forward motion. Put emphasis and slight crescendo into descending lines. M. 51 should have an aggressive crescendo, getting 15% louder on each downbeat.							
Conducting Concerns	Firm marcato style in ictus on the accented quarter notes. Show a punch/wring gesture on the low brass entrances. If needed, show a flide sustain in left hand for the low brass as well.						This section is slightly different in meter changes than the previous pattern, so be aware of this. Use pattern size and left hand gestures to show a steady and aggressive crescendo in m. 51.							
Rehearsal Consideration	Tone on entrances on all accented notes needs to be clear and crisp. Low voices should enter, and then back off so the melodic line can be heard.						The 3/4 bar in m. 47 will want to drag, so emphasis on putting air and energy through the downwards moving quarter notes to maintain tempo should be noted. The crescendo should be rehearsed in both balance of the crescendo horizontally and of the full group vertically.							

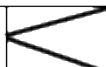
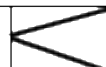
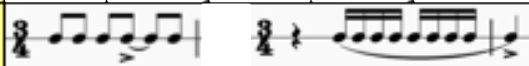
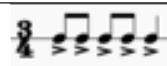
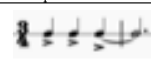
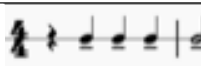
Composition: Cajun Folk Songs
 Composer: Frank Ticheli

Measure #	52	53	54	55	56	57	58	59	60	61	62	63
Form	Theme A'						Theme B					
Phrase Structure												
Tempo	QN = 152-160											
Dynamics	<i>f/ff</i>											
Meter/Rhythm												
Tonality	G minor	Bb Major					Transition from Bb Major to Eb Minor					
Harmonic Motion	G min add 13	Bb 7	G min add 13	Bb Maj	Bb add 11	G min add 13	Eb Major	Bb Maj with added 6th	Eb Add 9	Eb Add 13	Eb Add 9	
Orchestration	Bassons, Bass Cl., and All Brass + Perc.	Full Ensemble					Flutes, Oboes, Cl. 3, Alto Cl, Alto Saxes, Xylophone	Add Tenor Saxes	Add Trumpets, Horns, and Picc.			
General Character	Dance-like melody once again interrupted by aggressive, bold, and daring entrances in the low brass. A sense of conversation, back and forth between the gentle and aggressive.											
Means for Expression	Interplay between the contrasting styles should be emphasized. All articulations should be played with more fervor than previously. Careful balance in brass will allow for the correct timbre desired.						Emphasis on the slurs and with lighter fronts to notes once again. Sustain of air will help provide the flowing feel needed. Slight crescendos on all ascending lines will help maintain energy and drive.					
Conducting Concerns	Show cues for entrances in low brass and upper woodwinds when each group enters. Light pattern for the main melody, followed by an aggressive marcato pattern with dab gestures will help show contrast in the styles here.						Return to the lighter and more flowing pattern style. In m. 62 once again show the 6/8 pattern. While it is forte, keep pattern size medium sized, as it is not close to the dynamics of the climax of the piece.					
Rehearsal Consideration	The ensemble should work together and listen so that no break in sound is heard when one grouping of instruments passes it off to another. Tone and clarity of fronts of notes are especially important here.						Emphasize the difference between triple and duple feel in the upper woodwinds and mallet percussion. Dotted quarter notes should be firm on the front but not harsh.					

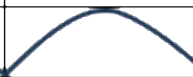
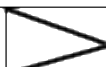
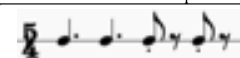
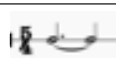
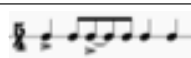
Composition: Cajun Folk Songs
 Composer: Frank Ticheli

Measure #	64	65	66	67	68	69	70	71	72	73	74	75	76	77	
Form	Theme A'					Theme B					Theme A''				
Phrase Structure															
Tempo	QN = 152-160														
Dynamics	<i>f/ff</i>										<i>mp</i>	<i>cresc. poco a poco</i>	<i>cresc. poco a poco</i>		
Meter/Rhythm															
Tonality	Eb Minor				Ab/Gb Major						F Major	C Major	C Major		
Harmonic Motion	Eb min add 7		Eb min add 9	Eb min 7	Ab Maj	Gb Major				Ab - F	F Major	C Major	C 7		
Orchestration	Clarinets, Bassoons, Alto and Bass Clarinets, Horns, Trombones, Euphonium, Tuba, and Tom Toms							Piccolo, Flutes, Clarinets, Alto Saxes, Tenor Saxes, Trumpet 1, and Xylophone				Full Ensemble			
General Character	Continuing the conversation between the gentle and aggressive lines					Stable and heroic. The original motive prevails in the trumpet and provides a sense of hope and victory					Triumphant and fiery with a forward sense of motion				
Means for Expression	Continue use of crescendos on ascending lines. Ensure proper length and consistency of notes in the low brass.					Similar to m. 5, the trumpet should enter with confidence and bravado, yet a more mellow tone. Xylophone pay special attention to accented notes.					Play melodic lines, and then back off in support with sustained notes.				
Conducting Concerns	Cue entrances in saxes and horns. Use right hand to show main melody, and left hand to show the brass hits. This will help show clarity for each group.					Provide a stylistically appropriate cue for the trumpet soloist and give a bouncy and energetic pattern style. Cue flutes in m. 71.					Use left hand glide gestures to show the sustains, while the right hand indicates bell tones in its style.				
Rehearsal Consideration	Rhythms for Clarinets in m. 65 are new and should be highlighted. Ascending lines in m. 68 should grow in volume.					Emphasize difference in feel between triple and duple feels. Balance timbre and volume between flutes, trumpets, and xylophone.					Ensure the subito mp is truly done suddenly. Gradual crescendo should not give away what is coming next.				

Composition: Cajun Folk Songs
 Composer: Frank Ticheli

Measure #	78	79	80	81	82	83	84	85	86	87	88	89	90	91	
Form	Theme A''				Theme C						Transition				
Phrase Structure															
Tempo	QN = 152-160									rit.		QN = 88			
Dynamics	<i>mf</i>		<i>f</i>		<i>ff</i>				<i>mp on cutoffs</i>		<i>mp</i>				
Meter/Rhythm															
Tonality	D/E Major				F Major										
Harmonic Motion	D 7		E 7		F Major			Db 7			F Major				
Orchestration	Full Ensemble										Flutes, Clarinets, Tenor Saxophones, Horns, and Euphoniums				
General Character	Building in anticipation. A sense of something come				Intense, furious, and conflicted. A sense of turmoil and chaos before decaying away.						Calm and soothing. Lullaby-like in the tenor sax, before leading to dominant sound.				
Means for Expression	Emphasis on the tied eighth notes in the melodic rhythm. Keep air sustained through crescendo.				Play fronts of notes with aggressiveness and punch! The ensemble should desire to shock the audience with the sudden change in style.						Tenor Sax should play just on top of the supporting long tones, and play as close to a slur without connecting the notes as possible.				
Conducting Concerns	Give cue to the attacks on beat 2 of m. 79. Slightly increase pattern size, and use an upward slash gesture on beat2 and 3 of m. 81 to show the sudden energy and dynamic increase.				The use of marcato conducting style, with limited rebound, and the use of punch gestures will help emphasize this sudden intensity. Use a larger pattern size to show the rit. in mm. 86-87.						Using float and glide gesturs, help show a flowing, yet slightly seperated, style for the Tenor Sax and sustains for the rest. Give a clear cue on beat 3 for the fermata.				
Rehearsal Consideration	Sustained notes should enter and immediately back down to hear other entrances. 16th notes runs in upper woodwinds will need to be rehearsed until clear and consistent.				Piccolo flourishes in m. 83 should be present and clear. Chromatic descending lines should be aggressive, but with the correct notes, especially in trombones. Releases in m. 86-87 should be air releases and in time.						Tenor Sax should lead, with Horns and Euphonium supporting. Flute trills should be subtle and not overbearing.				

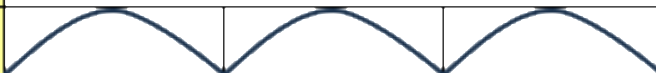
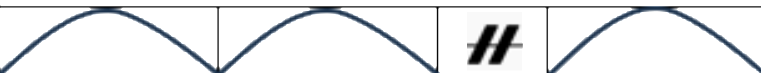
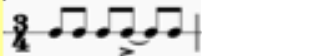
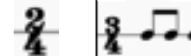
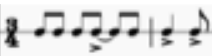
Composition: Cajun Folk Songs
 Composer: Frank Ticheli

Measure #	92	93	94	95	96	97	98	99	100	101	102	103	104	105	
Form	Theme A									Theme B			Theme A''		
Phrase Structure															
Tempo	Tempo I: QN = 152-160														
Dynamics	<i>mp</i>			<i>pp</i>	<i>mf</i>							<i>f</i>			
Meter/Rhythm															
Tonality	C minor												Ab Major		
Harmonic Motion	C minor	F 7							C minor	F add 9			Ab Major	Ab 7	
Orchestration	Bassoons, Trumpets, and Marimba				Flutes, Clarinet 2 and 3, All Saxophones, Trumpets 1 and 2, Trombones, Euphoniums, Tubas, and Percussion					Full Ensemble		Piccolo, Flutes, Cl. 1 + 2, Tpts, Horns, Marimba, Tambourine			
General Character	A return to the original playful feel, but this time with more energy.				Once again dance-like and light, but with latin undertones					Driving energy in the lighter and aloof feel.			Dance-like with interruptions from the brooding lows.		
Means for Expression	Play similar to the beginning, but with slightly more volume and resonance on notes.				Style and alignment should be led by bassoons, euphoniums, and tubas. Melody should push energy through the ending of each measure, but not crescendo.					Emphasis on accented notes. Match style of accompaniment.			Sustain notes until entrances in low brass.		
Conducting Concerns	Similar conducting and cues as m. 5, however with slightly more bounce and energy in the breath.				Lock right hand pattern in with the bassoons. Glide gestures in the left hand can be used to show sustain and forward motion in the melodic lines.					6/8+2/4 pattern in m. 103. Lighter style here, and use less beats to show the music.			These measures should be in a 6/8+2/4 pattern		
Rehearsal Consideration	Immediately to the original tempo. Marimba can help establish this immediately with the eight note figures.				Bassoon, Euphonium, and Tuba should set the style and tempo, with eevryone else listening and matching.					Emphasize difference in triple and duple feel. Tambourine helps set style.			Entrances in low brass and bass drum should be firm and sustained.		

Composition: Cajun Folk Songs
 Composer: Frank Ticheli

Measure #	106	107	108	109	110	111	112	113	114	115	116	117	118	119
Form	Theme A''				Theme B'				Transition					
Phrase Structure														
Tempo	QN = 152-160													
Dynamics	ff													
Meter/Rhythm														
Tonality	Ab Major			C Major						F Major				
Harmonic Motion	Ab Maj	A dim	Ab Maj	C minor	C add 9				F Major	C Aug. Add 9	F Major	C Aug. Add 9	F Major	
Orchestration	Add Alto and Bass Cl., All Saxes, Low Brass		Full Ensemble									Bassoons, All Saxes, All Brass and Perc.		
General Character	Dance-like with interruptions from the bold and brooding lows. The bold notes are not as dissonant this time, and help provide more driving energy.								Stagnant with bell-like tones in the lows. Fades away into nothing, with just the percussion driving us forward.					
Means for Expression	Sustain notes past entrances in low brass, a change from before. Enter on notes, and then back off so the next entrance can be heard. Slight crescendo on descending line in m. 113.								Bell tones, such as those who play quarter notes in m. 115, should play with a solid front to the note, and allow for the resonance of a chime on each one.					
Conducting Concerns	6/8 + 2/4 pattern can be used throughout here as well. Showing the second macro beat of the 6/8 can help the melody to play the accented quarter note in time. Use left hand to show motion and energy across barlines.								Smooth pattern on the even number measures, and use left hand to help accentuate the belltones in the odd numbered measures.					
Rehearsal Consideration	Continue helping the ensemble feel the triple and duple feels, as they are the least clear they have been visually thus far. Articulations in the melody will help to show this. Descending quarter notes in m. 113 should drive forward, with correct length and articulations.								The call and response upper and lower voices should be equal in volume. Notes tied across barlines should have full value and tone. Emphasis on the percussion feature and rhythmic accuracy in m. 188-119.					

Composition: Cajun Folk Songs
 Composer: Frank Ticheli

Measure #	120	121	122	123	124	125	126	127	128	129	130	131	132
Form	Theme A						Closing Material						
Phrase Structure													
Tempo	QN = 152-160											QN = 152-160	
Dynamics	ff											fff	
Meter/Rhythm													
Tonality	F Major												
Harmonic Motion	F Major	A Major	F Major	A Major	F Major	D Major	G 7		A min 7			C Major	F Major
Orchestration	Full Ensemble						Piccolo, Flute 1, Oboe 1, Clarinet 1, Alto Saxes, Tenor Sax, Trumpet 1 + 2, Horn 1, Trombone 1, Sus. Cymbal					Full Ensemble	
General Character	Suddenly bold, aggressive, and shocking out of nowhere! Majestic and pure, the melody is driving yet relishes in this new sound.						Gradually building in intensity and volume before coming to a halt of silence.					Playful finale, almost celebratory!	
Means for Expression	Make sure m. 121 is played as a 6/8 feel and the second dotted quarter note is not rushed. Most emphasis on accented notes of the piece. Alto Sax and Horn rips should come to the fore, but not be out of style.						The first 2 notes of each new entrance should be slightly louder in volume compared to the written volume. Absolute silence on the downbeat of m. 130 for effect. Feel free to hold m. 130, but not to where the energy is lost.					Final drive of energy; make sure the final note is clear and resonant, and not a "blat".	
Conducting Concerns	Aggressive and passionate accented conducting style. Ensure the 6/8 pattern does not lag. Cue horn and alto sax rips with left hand gesture. Glide cue and gesture to Alto and Tenor Sax on beat 3 of m. 125.						Use pattern size and facial expressions to show increase in volume and intensity. Use left hand to cutoff group before the caesura in m. 130.					Using a 2/4 pattern in the last measure, show an impactful, yet resonant last note.	
Rehearsal Consideration	Volume of sound and accented notes should have the most strength and resonance of the entire piece. Triple v. duple feel should be played stylistically here by the entire ensemble.						As each group enters, they need to match the style and articulation of the previously playing members. A clear stoppage of sound at m. 130, allowing for the notes to resonate, will need multiple repetitions in rehearsal.					Work for a clear, consistent, and resonant final note that is vertically aligned across the ensemble.	

Appendix B - Graph Analysis of *Elegy* by Travis Cross

Dr. Frank Tracz created the Graph Analysis as a method of analyzing scores for wind band in a comprehensive and thorough manner. This graph details every measure of the piece, at both the micro and macro levels, through the following categories: *Form*, *Phrase Structure*, *Tempo*, *Dynamics*, *Meter and Rhythm*, *Tonality*, *Harmonic Motion*, *Orchestration*, *General Character*, *Means for Expression*, *Conducting Concerns*, and *Rehearsal Considerations*. Each of these categories are further detailed below:

Form details the structure of the piece at the macro level.

Phrase Structure details the phrase structure within the *form*, as well as within each measure, at a micro level.

Tempo details any tempo markings, as well as any markings that dictate a change in tempo.

Dynamics details any written dynamic markings, as well as written and implied dynamic changes throughout.

Meter and Rhythm details meter changes and significant rhythms for each area of the piece.

Tonality details general tonal centers for the piece at a micro level.

Harmonic Motion details specific chords and chordal changes, as well as functions such as suspensions, that occur in the piece.

Orchestration details the instruments that are playing in each measure throughout the piece.

General Character details the intent and emotional setting the conductor intended to invoke throughout the piece.

Means for Expression details methods that a composer can use to help the ensemble perform musically and reach the conductor's intent.

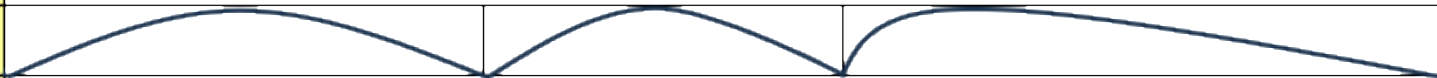
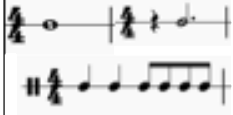
Conducting Concerns details areas in need of additional attention and reasoning behind conducting decisions made by the conductor.

Rehearsal Considerations details areas in need of additional attention and methods to rehearse these areas.

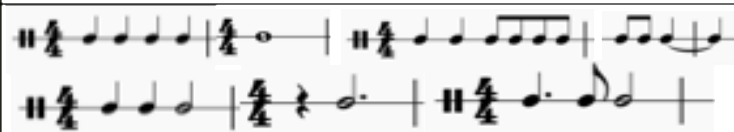
Composition: Elegy
 Composer: Dr. Travis Cross

Measure #	1	2	3	4	5	6	7	8	9	10
Form	Introduction									
Phrase Structure										
Tempo	Adagio; QN = 68									
Dynamics	<i>p</i>	<i>mf</i>	<i>mp</i>	<i>f</i>	<i>mp</i>	<i>ff</i>	<i>f</i>	<i>mp/p</i>		
Meter/Rhythm										
Tonality	D minor									
Harmonic Motion	D min	G min Add 9	D min	G min Add 9	D min	B min Add 9	G min	D min - A Maj	D min Add 9	F Maj 7
Orchestration	Low WW + Low Brass, Perc.		Full Ens., no Picc, Flute, Tpt. 1, or Horn 1-3		Full Ensemble, No Percussion 3					
General Character	Vulnerable, Shocked, Fragile									
Means for Expression	"Hairpin dynamics", balance and back off after initial attacks on stacked entrances				Growth through the line and through the 4-3 suspension in measure 6, sustained decay into mm. 11, listen for entrances and moving lines in basses					
Conducting Concerns	Cues on entrances every half beat - which intrsuments will need cues and where can I just be musical?				Showing not only physical growth in my conducting pattern, but also my ability to express the character of the piece in my face, breath and torso.					
Rehearsal Consideration	Entrances on the off beats, having solid and immediate sound on entrances, showing the dynamic shape				Not diminuendo-ing too quickly. Good air supooort and tone quality. Balance through blend.					

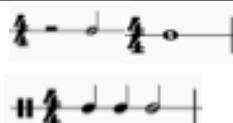
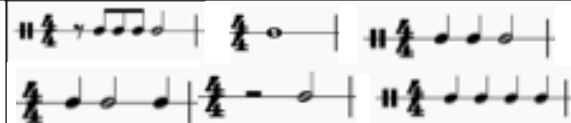
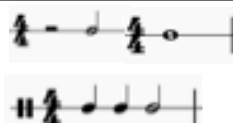
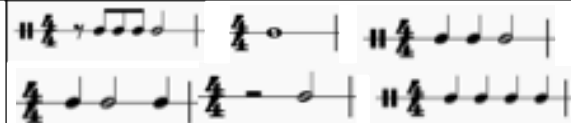
Composition: Elegy
 Composer: Dr. Travis Cross

Measure #	11	12	13	14	15	16	17	18	19	20	21	22
Form	A Section											
Phrase Structure												
Tempo	Adagio; QN = 68											
Dynamics	mp											
Meter/Rhythm												
Tonality	D minor											
Harmonic Motion	D min Add 9	G min 7	C Maj Add 9	F Maj Add 9	D min Add 9	G min 7	C Maj Add 9	F Maj	D min Add 9	G min 7	A Maj Add 9	D min Add 9
Orchestration	Bassoon, Clarinets, Bass Clarinet, All Saxes, Vibraphone			Add Tuba				Bassoon, Clarinets, Bass Clarinet, All Saxes, Tuba, Euphoniums, Bass Drum Vibraphone				
General Character	Reflective, Pain											
Means for Expression	Listen for the moving line, proper phrasing. Let the dynamics follow the shape of the line				Shaping in Clarinet 2-3 to fill in the sustained notes in the melody			Shaping in Alto Sax Solo, support from the rest of ensemble and listen for chord changes				
Conducting Concerns	Conducting the non-melodic parts while also being musical and sensitive to the melody. Allowing for a more intimate conducting style with this "woodwind ensemble".											
Rehearsal Consideration	Achieving a "woodwind chamber group" sound here will be a challenge. Having a balance and listening for when to play out and when to listen for the moving line in every single part will require detail on the musicians part.											

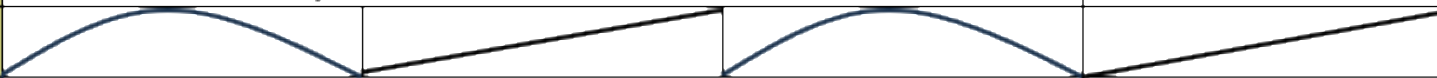
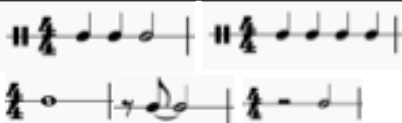
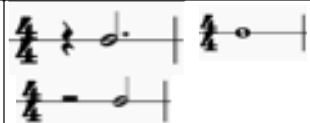
Composition: Elegy
 Composer: Dr. Travis Cross

Measure #	23	24	25	26	27	28	29	30	31	32	33	34
Form	A Section											
Phrase Structure												
Tempo	Adagio; QN = 68										Rit. to m. 37	
Dynamics	mf										p	
Meter/Rhythm												
Tonality	D minor											
Harmonic Motion	A Maj - Ant. To m. 24	C Maj Add 9	D min - sus- C Maj	G Min - Sus - F Maj	D min	G min 7 - sus to	C Maj	F Maj	D min	G min	A Maj Add 9	B min
Orchestration	Full ensemble, no percussion, with intermittent entrances by mallet percussion and suspended cymbal										Full Ens.	
General Character	Bargaining, Anxious, Powerless, Abandoned											
Means for Expression	Color change for the melody now being in upper brass; balance between upper WW and Tpt. 1 and Horns/Tpt. 2-3					Playing through the barlines, follow the shape of the line of the melody						
Conducting Concerns	Having the ability to help show the need to sustain air and energy through the suspensions over the barlines; listening and conducting not only the melody but also the counter-melody and harmony lines. Lastly, being sure to get out of the way and allow them to be musical and emotional in this section.											
Rehearsal Consideration	Having the air support and tone to carry the suspensions over the barlines. Using the shape of the melody to show dynamics as there are none listed. Listening and reacting to the bassline which sets the harmonic structure for this entire section.											

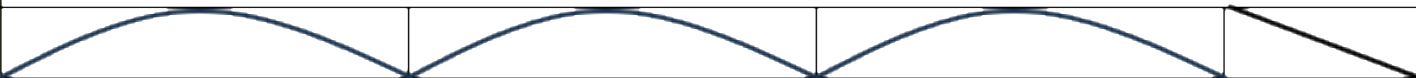
Composition: Elegy
 Composer: Dr. Travis Cross

Measure #	35	36	37	38	39	40	41	42	43	44
Form	Transition		B Section							
Phrase Structure										
Tempo	Rit. To m. 37		Poco piu mosso, QN = 76							
Dynamics	<i>p</i>		<i>mp</i>							
Meter/Rhythm										
Tonality	D minor									
Harmonic Motion	G min - A Maj	D min - A Maj	D min	F Maj	G min	D min	B min Add 9	F Maj Add 9	B min - F Maj	G Min 7 - A Dom 7
Orchestration	Bsn., All Cl., All Sax, Solo Tpt., Perc.		Add Picc., Flutes, and Oboe. Subtract Solo Tpt.		Subtract Percussion		Piccolo, Flutes, Oboes, Bassoons, All Clarinets, Bass Clarinet, All Saxes, All Trumpets, Tuba, Percussion 1,2, and 4			
General Character	Acceptance		Frustrated, Optimistic, Scared							
Means for Expression	Sustained air and keep energy without giving away the upcoming change in key and timbre		Let air and articulations match the uptick in energy and tempo; emphasize entrances on the "and of 1" to push the song along. Embrace the "crunchy".							
Conducting Concerns	Connecting with trumpet solo to help dictate tempo here.		Showing the change in key and thus emotion in my pattern, face, and torso. Helping show entrances on the "and of one" to keep the forward motion of this section.							
Rehearsal Consideration	Balance to trumpet solo and sustained air and energy into		Entrances on the offbeats need to be immediate and toneful. Long notes need to be held for full value and with full tone for that value. Showing the uptick in energy without rushing will be key.							

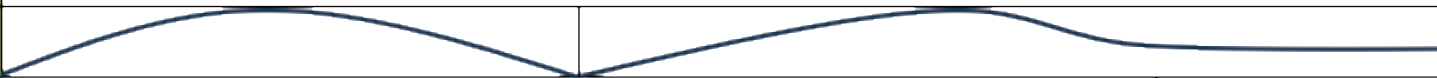
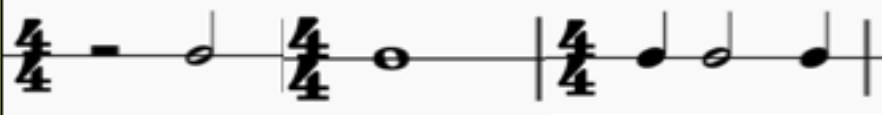
Composition: Elegy
 Composer: Dr. Travis Cross

Measure #	45	46	47	48	49	50	51	52
Form	Recapitulation of Introduction Section						Transition	
Phrase Structure								
Tempo	Poco piu mosso, QN = 76						Ritardando into mm. 53	
Dynamics	<i>p</i>	<i>mf</i>	<i>p</i>	<i>mf</i>	<i>ff</i>		<i>cresc.</i>	
Meter/Rhythm								
Tonality	D melodic minor							
Harmonic Motion	D min	G Maj	D min	G Maj - A min 9	D min - F Maj 7 - C Maj sus to m. 50	G min 7	D min Add 9 - G Maj	A Dom 7
Orchestration	Full Ensemble							
General Character	Vulnerable, Overwhelmed, GRIEF						Guttural cry, a want and longing for one back	
Means for Expression	Emulate the swells and "hairpin" dynamics of the introduction section, but with more tension and emotion than the introduction						Massive growth to through beat 3; immediate silence on beat 4.	
Conducting Concerns	Showing emotion and growth in face and pattern into the climax at mm. 50, and helping sustain that into the immediate silence at mm. 52 beat 4							
Rehearsal Consideration	Tenutos v. slurs. Sustained energy and passion in the written dynamics. Leading up to the climax and playing it with the best sound possible, but not giving away that it is coming. Silence on beat 4 and reentrance on beat one will be a significant challenge.							

Composition: Elegy
 Composer: Dr. Travis Cross

Measure #	53	54	55	56	57	58	59	60	61	62	63	64	65	66
Form	A' Section													
Phrase Structure														
Tempo	Adagio, QN = 68										Ritardando into mm. 67			
Dynamics	mp													
Meter/Rhythm														
Tonality	D minor													
Harmonic Motion	D min 7	G min	C Maj - C Dom 7	D min 7	D min 7 - sus to	G min	C Maj	F Maj	D min - F Maj - Sus	G min	A Maj	G min 7	A Maj	D min
Orchestration	Solo Flute, Solo Oboe, Bassoons, Solo Clarinet 1, Solo Alto Sax, Tenor Sax, Bari Sax			Add Solo Tbn. And Bells		Add Solo Tpt. And Vibes, Subtract Solo Oboe		Add Solo Tbn. 2	Add Tbn. 3, Euph	Bassoons, All Clarinets, All Alto Sax, Tenor Sax, Bari Sax, Horns, All Trombones, Euphonium, Timpani			Clarinet 1, Bass Clarinet, Solo Alto Sax, Tenor Sax, Bari Sax, Horn 1 and 3, Windchimes	
General Character	Depressed, Reflective, Grieving,													
Means for Expression	Listen for the moving line, proper phrasing. Let the dynamics follow the shape of the line. Listen and balance to solo lines				Listen for solo lines and new entrances, embrace the "different" chords.				Sustained air and energy through long notes while the music settles, complete silence on beat 3 of mm. 64				Windchimes emphasis, listen for shaping in solo Alto Sax	
Conducting Concerns	Helping cue solo entrances to give them confidence and good entrances, while also helping show the shape and line of the music. Once those are comfortable, do less with the pattern and more with the face.													
Rehearsal Consideration	Solo parts will need to play confidently, and also realize when to play their line out and when to back off. Supporting parts need to set a strong foundation and play toneful. This section will need the most repetitions as I believe it is one of the hardest to show emotionally and the way it is orchestrated.													

Composition: Elegy
 Composer: Dr. Travis Cross

Measure #	67	68	69	70	71
Form	Coda				
Phrase Structure					
Tempo	Lento, QN = 60				Hold Until Release
Dynamics	pp				
Meter/Rhythm					
Tonality	D Major				
Harmonic Motion	D Maj 9 - A Maj	G Maj - B min	Sus - A Maj	Sus - D Maj	D Maj Add 9
Orchestration	Upper WW and Horn 1-3	Add Low WW and Low Brass	Full Ensemble, No Tpts., Horn 2-4, or Tuba		All Low WW and Low Brass, Timpani and Bass Drum
General Character	Acceptance and Hopeful				
Means for Expression	Show massive change in energy to letting a lost one go and hope and acceptance being the new emotions. Sustained with no decay on the final note, the change from a I to a I9 should be evident.				
Conducting Concerns	Facial expressions to show the hopefulness that appears for the first time at the end. Help bring out Clarinets and new entrances in last few measures. LH and RH should be independent but joint in showing a clear, resonant, fade out.				
Rehearsal Consideration	Playing the new key signature, playing the last fermata without fading. Those who enter on the I9 chord need to come in pronounced but not harsh.				

Appendix C - Graph Analysis of *Symphony for Brass and Percussion* by Alfred Reed

Dr. Frank Tracz created the Graph Analysis as a method of analyzing scores for wind band in a comprehensive and thorough manner. This graph details every measure of the piece, at both the micro and macro levels, through the following categories: *Form*, *Phrase Structure*, *Tempo*, *Dynamics*, *Meter and Rhythm*, *Tonality*, *Harmonic Motion*, *Orchestration*, *General Character*, *Means for Expression*, *Conducting Concerns*, and *Rehearsal Considerations*. Each of these categories are further detailed below:

Form details the structure of the piece at the macro level.

Phrase Structure details the phrase structure within the *form*, as well as within each measure, at a micro level.

Tempo details any tempo markings, as well as any markings that dictate a change in tempo.

Dynamics details any written dynamic markings, as well as written and implied dynamic changes throughout.

Meter and Rhythm details meter changes and significant rhythms for each area of the piece.

Tonality details general tonal centers for the piece at a micro level.

Harmonic Motion details specific chords and chordal changes, as well as functions such as suspensions, that occur in the piece.

Orchestration details the instruments that are playing in each measure throughout the piece.

General Character details the intent and emotional setting the conductor intended to invoke throughout the piece.

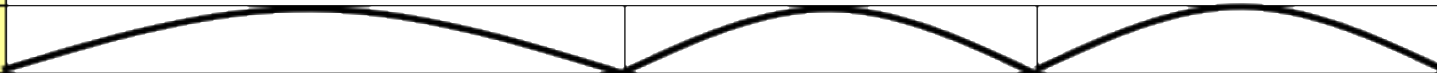
Means for Expression details methods that a composer can use to help the ensemble perform musically and reach the conductor's intent.

Conducting Concerns details areas in need of additional attention and reasoning behind conducting decisions made by the conductor.

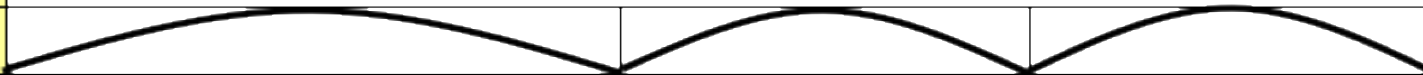
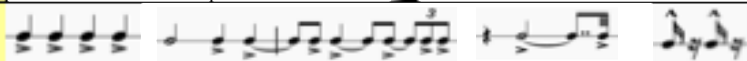
Rehearsal Considerations details areas in need of additional attention and methods to rehearse these areas.

Composition: Symphony for Brass and Percussion

Composer: Alfred Reed

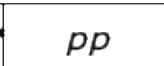
Measure #	1	2	3	4	5	6	7
Form	Introduction - A Section						
Phrase Structure							
Tempo	Quarter Note = 54 bpm	Maestoso; Molto Sostenuto				Sostenuto	
Dynamics	<i>f</i>			<i>ff</i>			<i>fff</i>
Meter/Rhythm							
Tonality	C Major						
Harmonic Motion	C7		G#m		Gm		F
Orchestration	Trumpets and Trombones			All Brass and Timpani			
General Character	Stately and Forceful						
Means for Expression	Emphasize accents, full crescendos, balance stacked chord entrances on 1 and 3						
Conducting Concerns	Showing Macro vs Micro. Cueing entrances while sustains are being held. Showing emphatic sfz. Help showing entrances on the off beats, and helping show the shape of the triplet lines in the LH.						
Rehearsal Consideration	Attacks and releases on the "big beats" will need to be clear and precise. Balance so the trumpets do not overpower is also important.						
Imagery	Energetic Introduction, as if a main character was being introduced.						

Composition: Symphony for Brass and Percussion
 Composer: Alfred Reed

Composer: Alfred Reed							
Measure #	8	9	10	11	12	13	14
Form	Introduction - B Section						
Phrase Structure							
Tempo	Quarter Note = 54 bpm						
Dynamics	<i>f</i>			<i>ff</i>		<i>ff/sffz</i>	
Meter/Rhythm							
Tonality	C Major			F Major			
Harmonic Motion	F			F11			
Orchestration	Full Ensemble						
General Character	Climbing and Growing						
Means for Expression	Marcatos should be aggressive yet spaced, emphasizing the fronts of notes. Forward motion and growth of sound should be prioritized.						
Conducting Concerns	Showing Marcato quarter note style. Cues in mm 13-14. Showing entrances on the and of 2.						
Rehearsal Consideration	Vertical alignment in the marcato quarter notes and confidence of entrances in the Trumpets and Trombones. There are a large amount of accidentals that will need attention.						
Imagery	Story-like, visuals of telling the backstory, highs and lows, of the main character.						

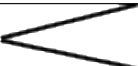
Composition: Symphony for Brass and Percussion

Composer: Alfred Reed

Composer: Alfred Reed								
Measure #	15	16	17	18	19	20	21	22
Form	Introduction - C Section							
Phrase Structure								
Tempo	Quarter Note = 54 bpm							
Dynamics	<i>mp</i>		<i>p</i>					<i>pp</i>
Meter/Rhythm								
Tonality	F Major							
Harmonic Motion	F11	F Maj						
Orchestration	Full Ensemble			Horns, Tubas, and Timpani				
General Character	Descending and Decaying		Pastoral and Lyrical					
Means for Expression	Complete change of style. Air support, attacks right on the marked beat, balance, and releasing at exact moment is necessary.							
Conducting Concerns	Lyrical, smooth conducting. Guiding musicality rather than dictating tempo. Showing varied releases.							
Rehearsal Consideration	Helping ensure long sustains and consistency of tone all the way through held notes. Dynamics will need to be exaggerated in the horns. Consistency of strokes in timpani rolls.							
Imagery	Aggressive and Driving with Canon-Like shots in the Percussion and Low Brass.							

Composition: Symphony for Brass and Percussion

Composer: Alfred Reed

Composer: Alfred Reed	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	
Form	Allegro Section - A Section																				
Phrase Structure																					
Tempo	Quarter Note = 132 bpm , Allegro ma non troppo																				
Dynamics	<i>f</i>	<i>ff</i>	<i>mf</i>	<i>f</i>			<i>sffz</i>	<i>f</i>			<i>sffz</i>	<i>f</i>									
Meter/Rhythm																					
Tonality	F Major		F Sharp																		
Harmonic Motion	B min	Bo7	F#	C# m11	Em9	C#	B	F#11													
Orchestration	Trumets, Trombones, Baritones, and Tubas		All Brass, Cymbals, and Snare Drum				Trumpets and Percussion		Full Ensemble		Horns and Perc.		Horns, Trumpets, Trombones, Snare Drum, Bass Drum		Add Baritones, Tubas, and Timpani						
General Character	Brassy, Hopeful, Energetic, and Upbeat Fanfare																				
Means for Expression	The passing of triplet rhythms needs to be exact, and the growth of sound transferred from one instrument to the next. F and FF should be full but with good tone. Balance between percussion and brass - percussion provides color, not just rhythm. Horns providing downbeats should be in the style of the sound of marching soldiers.																				
Conducting Concerns	Showing triple rhythms feel in the duple meter. Showing varied types of articulations and dynamics, ranging from mp-fff. 3/4 and 2/4 are new meters introduced. Helping show entrances while mainting tempo with the constant eighth notes on downbeats may provide a challenge.																				
Rehearsal Consideration	Staggered entrances - confidence in players to enter at the exact time with correct tone and style. Rhythms such as triplets and dotted eighth - sixteenth note rhythms will need to be looked at. The aggressive dynamics will need to be exaggerated. Playing with a brassy, but still round and good sounding tone will be a challenge for the ensemble.																				
Imagery	Adventurous and Heroic, as if we are following a main character along their missions and adventures, and having a good time!																				

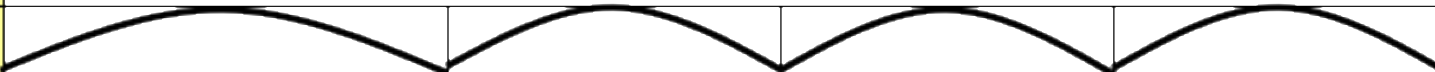
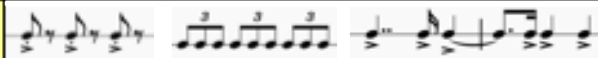
Composition: Symphony for Brass and Percussion

Composer: Alfred Reed

Measure #	43	44	45	46	47	48	49	50	51	52	53	54	55	56
Form	D Section													
Phrase Structure														
Tempo	Quarter Note = 132 bpm													
Dynamics	<i>sffz</i>	<i>f</i>					<i>sfx-p</i>				<i>sffz</i>	<i>f</i>		
Meter/Rhythm														
Tonality	F Sharp	Tonality shifts between E / F Sharp / A / B									Tonality Shifts between F/G/Bb/C			
Harmonic Motion	F#11						A#m11				Gm11			
Orchestration	Horns, Cornets, Trombones, Snare Drum, and Bass Drum				Add Trumpets					Full Ensemble	Horns, Cornets, Trombones, Snare Drum, and Bass Drum		Add Trumpets	
General Character	Sporadic, Antiphonal, and Energetic													
Means for Expression	Parts are very independent in their entrances, and players must play confidently and with accents. Triplet figures should be aggressive. The crescendo in mm. 49-51 should be with as much contrast as possible.													
Conducting Concerns	Helping the sporadic and varied entrances in the horns and cornets. Showing dynamics ranging from p to sffz - this will require control and use of all hinges.													
Rehearsal Consideration	Staccato eighth note ostinato in the low brass needs to be played with tempo precision, and light and seperated style. This should batch the bass drum and snare drum. Horns should pay close attention to entrances and accidentals, working on independent playing. Anyone with the ascending triplet figure should work on playing it aggressively, but still with rhythmic precision.													
Imagery	Still heroic, however now adding some chaos and pitfalls to the adventures.													

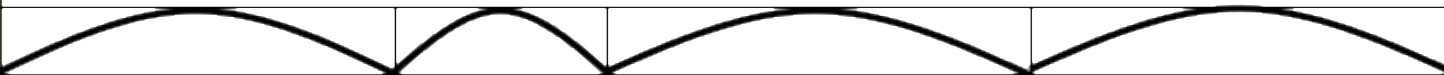
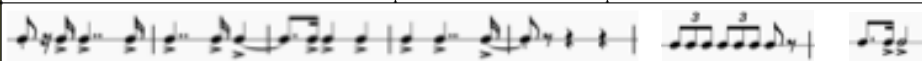
Composition: Symphony for Brass and Percussion

Composer: Alfred Reed

Composer: Alfred Reed													
Measure #	57	58	59	60	61	62	63	64	65	66	67	68	69
Form	D Section												
Phrase Structure													
Tempo	Quarter Note = 132 bpm												
Dynamics	<i>f</i>	<i>mp</i>			<i>sffz</i>	<i>f</i>			<i>ff</i>	<i>f</i>			
Meter/Rhythm													
Tonality	E		A	B	D			Bb					
Harmonic Motion	Gm11				Cm7			Bb	Bb 11		Cb7		
Orchestration	Horns, Cornets, Trumpets, Trombones, Snare Drum, and Bass Drum			Full Ensemble minus Timpani		Trumpets and Percussion		Horns, Cornets, Baritones, Tubas, and Timpani		All Brass and Timpani			
General Character	Sporadic, Antiphonal, and Energetic			Powerful, Triumphant, Ascending - Heading to a point of conquest									
Means for Expression	Ascending lines in the trumpets allow for the melodic line to be handed-off seamlessly and grow in energy and crescendo			Timpani provides the driving feel and the harmonic basis. Each section that entrances with upwards triplets should match the previous in fervor and tone. Snare should bring out the solo part in m. 63.									
Conducting Concerns	It is important to give cues to each trumpet entrance in initial runs, and conducting can be less as the ensemble becomes comfortable.			Cue snare drum in m. 62. Knowing who to give attention to in the ensemble will be a challenge with the rapid change in importance. Being able to show a distinct difference between legato and accented styles.									
Rehearsal Consideration	Entrances on the second note of a triplet figure will need to be precise.			Legato style on ascending triplets, compared to the marcato style they have been played previously, is a key component of this section. Blend and balance across sections who enter together.									
Imagery	This section reminds me of the hero heading to the big fight or battle in the movie, heroic and excited.												

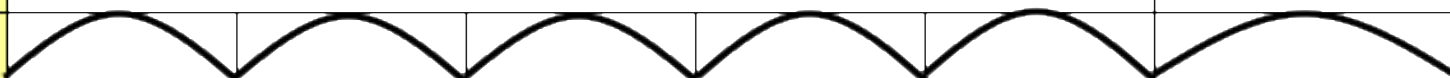
Composition: Symphony for Brass and Percussion

Composer: Alfred Reed

Composer: Alfred Reed														
Measure #	70	71	72	73	74	75	76	77	78	79	80	81	82	83
Form	D Section													
Phrase Structure														
Tempo	Quarter Note = 132 bpm													
Dynamics	ff				sffz		ff				mf			
Meter/Rhythm														
Tonality	F				Bb/F									
Harmonic Motion	E Maj 11 add #13				Cb11									
Orchestration	All Brass and Timpani				Horns, Baritones, Tubas, and Percussion			Trumpets, Baritones, Tubas, and Percussion						
General Character	Stagnant and Anxious				Mysterious, Ominous, and Fearful									
Means for Expression	Brassy sound - very precise rhythms. Balance on sustains				Embrace the new "not happy" sound. Rhythmic interest is in the percussion. Trumpet sustains should be well balanced, and all articulations emphasized.									
Conducting Concerns	Helping cue the 16th note on the "a" of four.				Show importance to percussion. Showing full tone and sustain in the dotted half note entrances. Helping balance low brass, percussion, and trumpets.									
Rehearsal Consideration	Rhythms in the Trumpets and Trombones. Snare and Bass drums need to match.				Dotted half-note entrances should be bell-tone like. Percussion should be given some reps of just their section to lock int heir rhythms, see how they fit together, and allow the brass to hear what is happening underneath their sustains.									
Imagery	Giving a sense of something important about to happen.				Introduction of the antagonist, for the first time, we have a ominous and fearful feeling, rather than happy.									

Composition: Symphony for Brass and Percussion

Composer: Alfred Reed

Composer: Alfred Reed	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102						
Form	B' Section															Transition									
Phrase Structure																									
Tempo	Quarter Note = 132 bpm																								
Dynamics	fff		f				p		p				p				ppp								
Meter/Rhythm																									
Tonality	G/Eb					Eb/F					Bb/F														
Harmonic Motion	Eb Maj					Eb7					Bb Maj														
Orchestration	Horns and Timpani		Add Trumpets		Trumpets, Trombones, and Timpani					Add Baritone Solo and Tuba															
General Character	Worrisome, Calmed, and Post-Anxiety																								
Means for Expression	Short triplet rhythms should be played "smoother" than any triplet rhythms previously. Mp and P sounds should be exaggerated to contrast the f and ff we have heard so far. Staccato vs. slur in the melody should be as contrasted as possible. Decay on releases in mm. 100-102.																								
Conducting Concerns	Showing triple feel in the upper brass, however with a smoother, legato style. Cue snare drum in m. 88. Balance Horns, Trumpets, and Timpani. Show releases at ppp with correct style.																								
Rehearsal Consideration	Timpani needs to be consistently in the correct style, articulation, and tempo throughout this section. Entrances with mutes should be practiced to ensure the change can be made cleanly. Tuning and balance needs to be attended to once mutes are in, as this will physically change on the instruments.																								
Imagery	This section feels as if it is post meeting the antagonist. The hero is glad it is over, but worried about what is to come. Calm with an edge.																								

Composition: Symphony for Brass and Percussion

Composer: Alfred Reed

Composer: Alfred Reed												
Measure #	103	104	105	106	107	108	109	110	111	112	113	114
Form	Lento - C' Section											
Phrase Structure												
Tempo	Lento Quarter Note = 69 bpm											
Dynamics	<i>p</i>			<i>mp</i>			<i>p</i>	<i>mp</i>	<i>p</i>			<i>p</i>
Meter/Rhythm												
Tonality	F			Ab		F	C7	F				
Harmonic Motion	Bb	Eb	F7	C Maj			C7	F7				
Orchestration	Horns							Trumpets, Trombones and Tuba 1				
General Character	Mournful, Reflective, and Wishful											
Means for Expression	Horn Choir- solo line should sit just on top of the other parts. Quarter note triplets should be somewhat spaced, and stately. Cup mutes are for a change of color, not volume, and should be played as such. Bells solo adds a change of color and this should be prominent. All hairpin dynamics should be played out as much as possible within the written dynamics.											
Conducting Concerns	Change to lyrical, chorale-like conducting. Use of space with the fluid dynamics will be key. Helping not only the melody, but the counterlines, as needed. This section will require a lot of impulse of will and non verbal communication to draw out the intense emotion from the ensemble.											
Rehearsal Consideration	The chords, containing my diminished and dominant 7th sounds, should be tuned and balanced, as many players may not be used to this sound and try to compensate incorrectly. The change of style to a chorale-like section should be emphasized, having players use good air control and support. Entrnaces are individualistic and should be played with confidence and vertical precision.											
Imagery	This moment represents to me a tragic event of some sort happening to the hero. This causes him to mourn and reflect on life before going to the final stage of this story.											

Composition: Symphony for Brass and Percussion

Composer: Alfred Reed

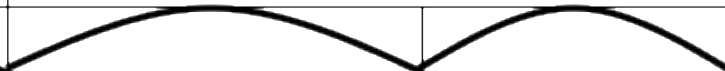
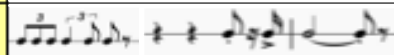
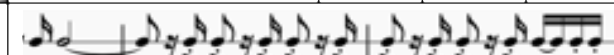
Composer: Alfred Reed														
Measure #	115	116	117	118	119	120	121	122	123	124	125	126	127	128
Form	C' Section													
Phrase Structure														
Tempo	Quarter Note = 69 bpm													
Dynamics	<i>mp</i>	<i>p</i>			<i>pp</i>	<i>mp</i>	<i>p</i>	<i>mp</i>						
Meter/Rhythm														
Tonality	F			G	Bb			F	D	Bb Maj		C	G	B Maj
Harmonic Motion	F dim 7		F7	G m7	Bb maj			D m	Bb Maj/ G Maj	F Maj/Bb	C Maj		B Maj	
Orchestration	Add Horn 2 and 4 and Bells					All Horns and Trumpets						Trumpets		
General Character	Uneasy; Lyrical and Flowing, but with a sense of tension in the flow.													
Means for Expression	Full tone and support through the full length of notes will be needed at the piano dynamics. Trumpets should lead the two measure swells, and do so with passion and volume, however, should be fully supported and lifted by the trombones. Horns should take this at m. 120 and expand upon it further. Clarity of pitches should be evident even in slurred figures. Bells add a lightness and sparkle to this section, and must be precise and full-toned.													
Conducting Concerns	A fluid and tension free pattern will be required here. Piano dynamics must start very small so the crescendos and decrescendos can be exaggerated without getting out of control. Cues for entrances in first muted trumpets, then horns at m. 120 will be needed. Cues for the entrances in the bells will help the bell player to play with full confidence. Preperation and clarity for the change to allegro at m. 129 will be needed a measure prior.													
Rehearsal Consideration	Clear entrances and releases of notes are crucial due to how Reed has one instrument pass it off to another. Support of air through the entirety of notes will create the sustain tension and sound Reed requests. Section playing will be needed, as all parts within each section are equal as they play their four measure section of the melody.													
Imagery	In this section, the image of an internal battle of grief and lamenting is occuring. It slowly dies out in m. 28, but not completely, before leading to a change in m. 129.													

Composition: Symphony for Brass and Percussion
 Composer: Alfred Reed

Composer: Alfred Reed	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145
Form	Second Allegro - D' Section																
Phrase Structure																	
Tempo	Allegro Quarter Note = 136 bpm																
Dynamics	pp		ppp	pp			pp		cresc poco a poco	sempre cresc.			cresc.				
Meter/Rhythm																	
Tonality	B Maj		G-F#										Tonality shifts between G-F#-F				
Harmonic Motion	Bb Maj		G - F#		B6	F#7	B6	F#7	B6	F#7	E9			D min			
Orchestration	Trumpets and All Percussion				Baritones, Tubas, and All Percussion				Add Horns				Trumpets, Baritones, Tubas, and All Percussion				
General Character	War-Like, Marching Feel, Approaching and Aggressive																
Means for Expression	Snare and bass drum set the tone immediately and should enter with confidence and stark contrast to the previous measure. Cresc. Poco a poco is written in a different spot in every part, and this is intended. Eighth notes on beat 3 should not be cut off, but should be shorter in length and with emphasis. Triplets and syncopated rhythms that enter at m. 143 should drive with forward momentum and energy. Dynamics, as they have been all movement, are to be played with contrast and energy.																
Conducting Concerns	There are "cresc. Poco a poco" scattered throughout each part, all at different times, so being able to balance and guide the ensemble through individual color shifts while in a group effort is paramount. Showing a clean, clear, but not clipped, cutoff on beat three in the horns and tubas will help their releases. At m. 150 a change in aggression and style is needed from the conductor. The crescendos and sfz should be with intense energy while maintaining technical skills.																
Rehearsal Consideration	The change back to allegro is in the percussion, specifically noted that the snare drum should enter "crispily", and with rhythmic and tempo precision. Tubas and baritones should play their rhythmic figure aggressively, but not in the style of "Jaws". Having instruments listen to see how their line fits into the others is a good rehearsal technique, as this is one melody broken up and scattered across the entire ensemble. The slurred-staccato melody that appears starting at m. 148 should be given close attention to ensure a noticeable difference between those two articulations.																
Imagery	This section is the final battle- the hero is marching, with fervor, towards the antagonist, and prepares to battle him! There is no clear point of "conflict", but rather many high and low points in this section.																

Composition: Symphony for Brass and Percussion

Composer: Alfred Reed

Composer: Alfred Reed															
Measure #	146	147	148	149	150	151	152	153	154	155	156	157	158	159	
Form	D' Section							B' Section							
Phrase Structure															
Tempo	Quarter Note = 136 bpm														
Dynamics	cresc.							sffz		mf	fff	ff			
Meter/Rhythm															
Tonality	D minor							E			D	E			
Harmonic Motion	A9							E Maj			D Maj		E Maj		
Orchestration	Trumpets, Baritones, Tubas, and all Percussion				Add Horns			Add Trombones, Subtract Horns		Full Ensemble					
General Character	Rising, Triumphant, and Energetic							Full, Exciting, Marked, and Exclamatory							
Means for Expression	Each new Trumpet entrance should have slightly more articulation and volume than the previous. Baritones, Tubas, and Percussion should drive the piece without being overbearing.							Sustains in the Trumpets should not overshadow the rest of the ensemble. Interplay in the trombones and baritones should be accented and seperated with energy.							
Conducting Concerns	Cues for each new entrance will help the ensemble members to enter with confidence. Showing a clear crescendo through m. 152 is crucial, and doing so in a way that allows for impact at m. 153.							Maintaining technique in the right hand will be crucial as the energy and size of pattern will be required to be the greatest it has in the entire movement.							
Rehearsal Consideration	Half notes tied to eight notes will need to be held with full value and released to allow for the Isight seperation where the 16th rest is. Tone should stay round while crescendo happens.							Working with brass to achieve proper accent on the front of notes while having seperation will be required. Crescendos in the horns in m. 159 should lead the ensemble into m. 160. Accidentals in the trombones will be worth monitoring.							
Imagery	A gentler and more upbeat feel; with bursts of excitement and statement, showing something is coming.							This section is as if the clouds open and energy and passion come pouring out in a brilliant light.							

Composition: Symphony for Brass and Percussion

Composer: Alfred Reed

Composer: Alfred Kees															
Measure #	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174
Form	B' Section			A'' Section											
Phrase Structure															
Tempo	Quarter Note = 136 bpm														
Dynamics	<i>sffz</i>	<i>ff</i>							<i>ff</i>		<i>f</i>	<i>ff</i>			
Meter/Rhythm															
Tonality	F	B - F						F#	B	E	D#	D	C	Bb	
Harmonic Motion	F7	E Maj	B Maj	F# Maj	A Maj	G Maj	F Maj	B add E	E	D#	D	C	Bb Maj		
Orchestration	Full Ensemble														
General Character	Triumphant, Successful, Glorious, and Heavenly														
Means for Expression	Dotted half note chords in the entire ensemble should be played with exact attacks, releases, weight, and tone across the ensemble. Attention to if you ascend or descend harmonically will adjust how you move dynamically as well.														
Conducting Concerns	Clear downbeats are the key from mm. 163-167 and mm. 170-174. Accented, full sounds will need to be guided by the style and energy of the conductor.														
Rehearsal Consideration	The chords in m. 163-167 and mm.170-174 should be practiced with a sustain to work on tuning, as these major chords are the melody and need to be balanced and tuned.														
Imagery	Triumphant! The Hero has succeeded and is basking in the glory of his conquest.														

Composition: Symphony for Brass and Percussion

Composer: Alfred Reed

Composer: Alfred Reed															
Measure #	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189
Form	D Section														
Phrase Structure															
Tempo	Quarter Note = 136 bpm														
Dynamics	<i>ff</i>	<i>sffz</i>	<i>f</i>			<i>f</i>		<i>p</i>				<i>sffz</i>	<i>f</i>		
Meter/Rhythm															
Tonality	B/E/F#							A#/C#/D#/G#				G minor			
Harmonic Motion	B add E	E9					A#m11				Gm11				
Orchestration	Horns, Cornets, Trumpets, Trombones, Snare Drum, and Bass Drum							Full Ensemble				Horns, Cornets, Trombones, Snare Drum, and Bass Drum			
General Character	Upbeat, Energetic, and Brassy Fanfare														
Means for Expression	The marching style downbeats reappeae in the trombones and should match how the horns played them earlier, with space. Aggressive playing and dynamics will lead the energy forward in this poriton.														
Conducting Concerns	Showing the light, bouncy, march style in the trombones will help set the style for the rest of the group. Once this is set, then more lyrical conducting can be used to help shape the horns. Helping show the growth in the two large crescendos is key.														
Rehearsal Consideration	The staccato eighth note ostinato in the trombones should once again be played with rhythmic precision and style. Snare and bass drum should be locked in together and drive the ensemble forward. Sffz dynamics should be aggressive but with good tone. Triplet rhythms and dotted eighth - sixteenth note rhythms should be played rhythmically precise, and practiced at slower tempos if needed.														
Imagery	This is the repirse of the hero's success - everyone congratulating the hero and letting them know how much they are loved!														

Composer: Alfred Reed

208

Composition: Symphony for Brass and Percussion

Composer: Alfred Reed

Composer: Alfred Reed	203	204	205	206	207	208	209	210	211	212	213	
Form	B' Section					Closing Section						
Phrase Structure												
Tempo	Quarter Note = 136 bpm											
Dynamics	ff					sffz	ff	fff				sffz
Meter/Rhythm												
Tonality	F					E	B	E Maj				
Harmonic Motion	F Maj 13					E Maj	B add E	E Maj				
Orchestration	Full Ensemble					Trumpets, Trombones, and Timpani		Full Ensemble				
General Character	Aggressive, Tense, and Battle-Like					Resolute, Triumph, Brassy, and Heroic						
Means for Expression	Trumpets and Trombones should strive to play each note in this section with slightly more front than the previous. Horns should be heroic in their entrance in m. 203.					Air support for full sustains in both tone and dynamics to the end. An aggressive ensemble sffz on the last downbeat will be an emphatic ending to the movement.						
Conducting Concerns	Show a ff pattern size but leave room for growth in the crescendo in m. 206. Help/pign show full length on the double dotted quarter notes with a melded gesture will help vertical allignment.					The importance of conducting here will not be tempo, but helping show growth, full tone, and a clear release at the end.						
Rehearsal Consideration	Horns, Cornets, and Baritones need to work on bringing our their chromatic line, while also striving for note accuracy. Trombones and Trumpets should listen to allign with the Snare and Bass Drums.					A multitude of accidentals will provide challenges. The ensemble should be careful to not crescendo too quickly on the final chord and play the final downbeat with good tone.						
Imagery	A final show of emotion and glory is approaching!					These final bars wrap up the story - the hero has won for good and all is right in the world.						

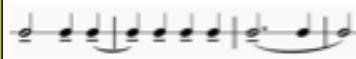
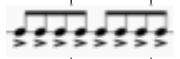
Composition: Symphony for Brass and Percussion

Composer: Alfred Reed

Composer: Alfred Reed													
Measure #	1	2	3	4	5	6	7	8	9	10	11	12	13
Form	Mvt. II - C'' section												
Phrase Structure													
Tempo	Largo; Quarter Note = 50 bpm			Sostenuto e espressivo									
Dynamics	<i>p</i>									<i>pp</i>		<i>mp</i>	
Meter/Rhythm													
Tonality	F		G		C		D		Fm		Cb		
Harmonic Motion	F	Db Maj	Cm		C	Ab Maj	Gm		Em	Fm		Cb7	
Orchestration	Baritone Solo		Add Tubas					Add Horn Solo		Add Horn 2			
General Character	Melancholy, Reflective, and Lyrical. Almost chant-like. Building and Growing in texture.												
Means for Expression	Soloist should use the full musicality they posses to shape the solo lines. Tenuto, slight space, as marked, vs. slurred is very important. Listening to others entrances and releases, and allowing that to shape your lines will be key as well.												
Conducting Concerns	In the introduction, allowing the soloists to shape the music, and helping guide rather than "tell them how to play" the music will allow for a richer musical experience. This starts p and pp, so the conducting box must reflect that.												
Rehearsal Consideration	Phrasing and direction of line by solo players should be rehearsed, but musical decisions should be left to them. When a new instrument enters, they should enter with presence, not overpower the others who are currently playing. PP dynamics should still have good support and tone.												
Imagery	Scenes of cold, winter. Dead trees, barren land. Lifeless, with marks of what once was												

Composition: Symphony for Brass and Percussion

Composer: Alfred Reed

Composer: Alfred Reed	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
Form	C'' Section														B'' Section					
Phrase Structure																				
Tempo	Quarter Note = 50 bpm														Marcato e Sostenuto					
Dynamics	<i>mp</i>				<i>p</i>	<i>mp</i>	<i>pp</i>	<i>p</i>	<i>mf</i>	<i>p</i>			<i>mp</i>			<i>ff</i>	<i>f</i>			
Meter/Rhythm																				
Tonality	Dbm			A	Gm	Ab	Fm	Eb	F	Db			G	F	Db	C				
Harmonic Motion	Db M	Cm	Bb m	A Maj	Gm	Ab Maj	F mi	Eb	F Maj	Db mi	Bb m	Gm	F Maj	Db m	C Maj	Sequencing				
Orchestration	Add Horn 3-4				Chimes, Trumpets, and Trombones			Horns 3 and 4, Baritones, Tubas, and Timpani							All Brass and Timpani					
General Character	Reflective and Growing			Anguish		Building Tension, Guilt, Pain, and Stress									Anguish and Uncontrollable Emotion					
Means for Expression	Tenuto quarter notes in Horn 1 should float above the rest of the ensemble			Trumpets should lean into the dissonance and crescendo.		Dynamics, blending, and leaning into accidentals and dissonance.									Accented eighth notes in the horns should lead the ensemble, pouring out emotion.					
Conducting Concerns	Cue for the Baritone on beat two of m. 16. Show full and supported tone in pattern.			Show the tension in trumpets without getting too loud		Help show attacks and releases, both in time and in style. Smooth, flowing conducting will help to show the sustained, lyrical style.									A shift to a heavier, accented pattern to help the horns would be beneficial.					
Rehearsal Consideration	Notes should be played will supported tone and no break between notes.			Decrescendo should be with intention.		Crescendos should be played with intense emotion, but not overblown in terms of volume. The difference between a tenuto and a legato should also be rehearsed.									The accented notes in the horn should not be overblown, but played with aggression.					
Imagery	Flowing and Fluctuating			Immense internal pain		Images of someone experiencing anxiety - a feeling of dread with no control.									Scenes of reds/blacks/purples - PAIN					

Composition: Symphony for Brass and Percussion
 Composer: Alfred Reed

Composer: Alfred Reed	32	33	34	35	36	37	38	39	40	41	
Form	B'' Section						Transition				
Phrase Structure											
Tempo	Sostenueto		Quarter Note = 50 bpm							poco rit.	
Dynamics	<i>f</i>				<i>f</i>	<i>sffz - f</i>			 <i>pp</i>		
Meter/Rhythm											
Tonality	F		Db		A	Bb		Em	Gb	F Pedal in Timpani	
Harmonic Motion	F Maj		Db Maj		A7	Bb Maj		Em	Gb Maj	F Maj	
Orchestration	All Brass and Timpani										
General Character	High Point of Pain and Anguish. Sharp, Stabbing, and Aggressive										
Means for Expression	Deep tone, full sustains, Marcatos in horns should be emphatic, yet spaced. Chromatic acension when it happens should be prominent and crescendo. Decay and thinning of parts will happen with orchestration, tone and dynamics should not diminish unless written.										
Conducting Concerns	A marcato style to help the upper brass, while still showing sustain and dynamics in the lower brass. Percussion may need cues.										
Rehearsal Consideration	Eight note attacks on the off-beats should be emphasized and drive the melody to the downbeat. Ascending chromatic quarter notes should be the focus when they play it.										
Imagery	Flashes of red, chaotic, frantic										

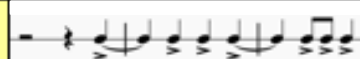
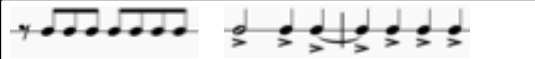
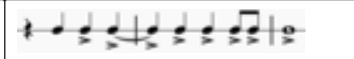
Composition: Symphony for Brass and Percussion

Composer: Alfred Reed

Composer: Alfred Reed																				
Measure #	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59		
Form	C'' Section																			
Phrase Structure																				
Tempo	Un poco piu mosso				Sempre e Sostenuto				Quarter Note = approximately 60 bpm											
Dynamics	pp										mp		cresc. poco a poco							
Meter/Rhythm																				
Tonality	F Pedal in Timpani																			
Harmonic Motion	Db7/Sequencing												F Maj		Db 7		F Maj		Sequencing	
Orchestration	Horn 3, Trombone 1, and Timpani		Add solo Trumpet 3	Add Trombone 3 and Horn 1	Add Trumpet 2				Horns, Trumpets, Trombones, and Timpani		Add Horns 1 and 2		Add Solo Baritone		Add Solo Tuba					
General Character	Hypnotic, Lulling, and Swaying																			
Means for Expression	The lulling melody that is centered on three notes should be slightly spaced, yet tenuto, and have a swaying, hypnotic motion, not stagnant. It is key the sustains in timpani and a low brass be consistent and without break as much as possible. Soloist should work with conductor to be as musical as possible.																			
Conducting Concerns	The conducting should reflect the swaying motion of this section while still having control. Allowing soloists to once again lead the shaping, while the conductor guides, is crucial. Using the LH to help balance the ensemble will be useful as well.																			
Rehearsal Consideration	Timpani rolls needs to be constient and without break. Melody in the horns, and instruments who enter after, should play with motion, swaying, and not stagnant. Even though the motives are only three pitches, they should be played with extreme precision and interest. Solo lines should enter with presence.																			
Imagery	As if in a boat - swaying and hypnotic. We do not know where the boat is going but simply feel its movement.																			

Composition: Symphony for Brass and Percussion

Composer: Alfred Reed

Measure #	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	
Form	Transition				B'' Section								Transition				
Phrase Structure																	
Tempo	Quarter Note = approximately 60 bpm															rit.	
Dynamics	<i>cresc.</i>				<i>f</i>								<i>ff</i>		<i>f</i>	<i>ff</i>	
Meter/Rhythm																	
Tonality	F Pedal in Timpani			F#	Bb	A	G	F	Eb	D	Bb		Db	Gb	Cb	Gb	
Harmonic Motion	Bbm	Gb7	Bbm	F# dim	Bb Maj	F6	G min	F Maj	Eb Maj	D min	Bb min	Db Scal	Db Maj	Gb Maj	Cb Maj	Gb Maj	
Orchestration	Full Ensemble					Horns, Trumpets, Trombones, Baritones, and Tubas					All Brass and Timpani						
General Character	Growing Tension and Unrest					Exclamation of Anguish, Remorse, Regret, and Sorrow											
Means for Expression	Everytime a rhythm/motive is repeated, it should grow in sound and energy.					Eighth note motives that are passed around the group is the prominent sound. The descending nature should not diminuendo, rather crescendo if anything. Mm. 69-75 should be with as much passion, sound and emphaticness as possible.											
Conducting Concerns	Showing crescendo, helping with entrances in percussion and low brass. Emphasizing each time the motive is repeated.					Showing a beat of syncopation to help entrances on the "and of one". A change to a marcato style conducting is requested by the score. Intense, emotional conducting and facial expressions are necessary in m. 70.											
Rehearsal Consideration	The repeated motive in the horns should be consitent, but with slightly more volume and accent each time.					All eighth note motives that enter on the "and of one" should be played spaced and marcato. This is not the climax, so the ensemble should be blended and not overblown.											
Imagery	The boat image sways more aggressively - bigger waves, approaching storm					Someone letting out all their internal anguish and pain - they can no longer hold it in											

Composition: Symphony for Brass and Percussion

Composer: Alfred Reed

Composer: Alfred Reed	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90
Form	C' Section														
Phrase Structure															
Tempo	Tempo I				Quarter Note = 50 bpm										
Dynamics	<i>pp</i>	<i>ppp</i>					<i>p</i>				<i>p</i>				
Meter/Rhythm															
Tonality	F	Bbm	B	Eb	C	Ab	Bb	Eb	F	Eb	Db	C			
Harmonic Motion	F	Bbm m	Bm	Ebm m	C	Ab Maj	Bb Maj	Eb Maj	F Maj	Eb Maj	Db	Cm			
Orchestration	Trumpets, Vibraphone, Bells, and Chimes							Horn 1 and 2, Baritones, and Tubas				Add Horn 3			
General Character	Eerie, Calming, and Echoing							Unrest, Sorrow, Guilt, Remorse, and Depression							
Means for Expression	Cup mutes should provide a color change. Bells and Vibes are the prominent colors.							Soloists lead and move with musicality over the canvas the others in the horns and low brass set.							
Conducting Concerns	Helping show that the chimes is the part of importance here. Cueing the large chord entrances at a ppp dynamic will be key. Showing the ascending line without too much crescendo.							Allow solo lines to lead shaping and guide others with them. Balance tubas and horns with LH gestures.							
Rehearsal Consideration	Practice of change of mutes, as well as balance and blend of the mutes, should be rehearsed. Blend between brass and percussion when they share the melody.							This section be practiced chorale-like, with each part being equal in balance.							
Imagery	Calm after the anxiety. Eerie as the pain is still lingering.							Blues and greys - feelings of deep depression - images of hopelessness							

Composition: Symphony for Brass and Percussion
 Composer: Alfred Reed

Measure #	91	92	93	94	95	96
Form	C'' Section		Closing Material			
Phrase Structure						
Tempo	Quarter Note = 50 bpm					
Dynamics	<i>ppp</i>		<i>mp</i>	<i>p</i>		<i>pp</i>
Meter/Rhythm						
Tonality	D	C	Db	C		
Harmonic Motion	D dim	C Maj	Db Maj	C-G	Cm	
Orchestration	Trumpets, Trombone 1, Vibraphone, Bells, and Chimes		Horns 1 and 3, Baritones and Tubas		Add Vibraphones, Bells, and Chimes	
General Character	Fading and Decaying					
Means for Expression	Soft sustains should be consistent until their gentle releases. Silence after all sound has stopped should be allowed to ressonate.					
Conducting Concerns	Showing stylistic releases will help students to play stylistic releases.					
Rehearsal Consideration	Dynamics and tuning are the key to the end of this. Releases on the final beat should be practiced, as well as the allowance of silence after the final release.					
Imagery	Everything we have seen fades to black.					

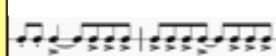
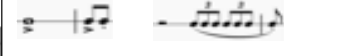
Composition: Symphony for Brass and Percussion

Composer: Alfred Reed

Measure #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
Form	Mvt. III - E Section - Original Material																				
Phrase Structure																					
Tempo	Half Note = 104 bpm (112 - 116 bpm if possible)				Con Moto						Half Note = 104 bpm										
Dynamics	pp										cresc. poco a poco				p - f	p	f	sfz-mp		cresc.	
Meter/Rhythm																					
Tonality	Unpitched Percussion				G		F		G		F		G		B		D				
Harmonic Motion	Unpitched Percussion				G7										Bm		Sequencing with sustains				
Orchestration	Tom-Toms		Add Sus. Cymbal and Bass Drum	Add Wood Block	Add Timpani		Add Tubas				Add Baritones		Add Horns				Add Trumpets				
General Character	Dark, Driving, and Exotic																				
Means for Expression	An understanding of how to play latin grooves by the percussion section is required. Play with presence on entrance, and back off for the new entrance that happens after you. The groove should be driving and forward in motion. Tubas and Baritones should play with energy, depth of sound, and dark presence.																				
Conducting Concerns	Helping to establish each entrance and engage them to be confident in their groove before helping the next entrance. This movement is in cut time, so a macro two that is subdivided correctly and clear is important. Facial expressions and body language will help show style the most.																				
Rehearsal Consideration	It may be beneficial if the group is struggling with cut time to rehearse this piece in a fast four, and then move to a slower two. The ensemble should understand Latin rhythms, and if needed, practice them outside the context of this movement. Percussion sets the groove, and this be rehearsed until precise as it sets the tone for the entire movement.																				
Imagery	High Energy - Moving quickly through a dark forest in a distant land																				

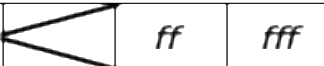
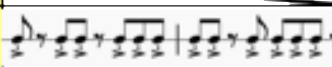
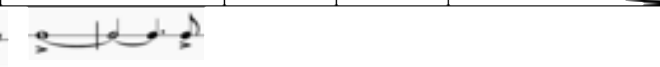
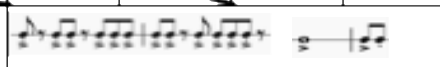
Composition: Symphony for Brass and Percussion

Composer: Alfred Reed

Measure #	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Form	E Section			F Section - has hints of opening theme, but not enough to justify A''.												
Phrase Structure																
Tempo	Half Note = 104 BPM															
Dynamics				<i>sffz</i>	<i>ff</i>	<i>f</i>	<i>ff</i>	<i>sffz</i>	<i>f</i>	<i>ff - sfz</i>	<i>ff - f</i>	<i>ff - sfz</i>	<i>ff</i>			
Meter/Rhythm																
Tonality	F			G Major - G-B-D outlines in Timpani and Tuba												
Harmonic Motion	Bm			G Maj			Bb		G Maj				C9		Eb7	
Orchestration	Horns, Cornets, Trombone 4, Baritones, Tuba, and All Percussion			Full Ensemble												
General Character	Exclamatory, Energetic, Driving, Punchy, Forceful, and Aggressive!															
Means for Expression	Emphasis on front of accented notes. Emphasis on anything entrances or attacks on the "offbeat", as what would be seen in latin rhythms, should be played, even if not indicated. Glissando rips should be with as much fervor and excitement as possible, while staying in the realm of good tone. Triplets should be played more legato, and with a different style of energy than those in movement I. Accented quarter note triplet figures should be attacked aggressively and pop out of the texture! Ostinato rhythms should not get bored, but maintain energy and forward motion throughout.															
Conducting Concerns	Help show the accent needed on attacks of syncopated notes in the latin style. Using LH gestures to help show the style of the glissandi in mm. 24 and 26. This is all f-ff with sffz, so excitement, energy, and style of the conducting, specifically in the ictus, will be key. Helping use LH gestures to balance the full ensemble moments will also be needed.															
Rehearsal Consideration	Practice emphasizing the entrances and attacks on the "and of three", as well as the style and accent on each quarter note triplet figure. Using jazz terms such as "dah", "daht", and "diht", to work on the varied styles of articulation in this movement may be helpful. Glissandos should be practiced and musical, not just considered a "trick" the instruments can do. The groove in the percussion section should be present and driving.															
Imagery	An intense battle! High energy sounds - lots of sffz and aggressive punches as flashes of light and sound. Oranges, yellows, blues, greens!															

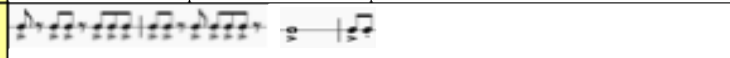
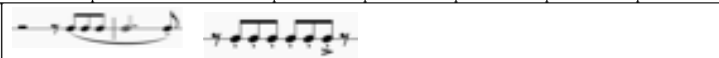
Composition: Symphony for Brass and Percussion

Composer: Alfred Reed

Composer: Alfred Reed														
Measure #	36	37	38	39	40	41	42	43	44	45	46	47	48	
Form	F Section			G Section - Original Material										
Phrase Structure														
Tempo	Half Note = 104 bpm													
Dynamics				ff		f	sffz			f		ff	fff	
Meter/Rhythm														
Tonality	G Major - G-B-D outlines in Timpani and Tuba													
Harmonic Motion	Eb7	G9		G Maj		G7		Em		G Maj				
Orchestration	Full Ensemble													
General Character	Broad			Stagnant at first, and then Slowly Decaying while Maintaining Energy										
Means for Expression	Growth and Supported Air should lead the ensmeble through the crescendo.			Start with a strong ff sound, and try to maintain it through this section. Trumpets should help resurge the energy every two measures with their accented eighth notes. Each new statement of the melodic idea should be clear and with good front and spacing.										
Conducting Concerns	A broader and wider pattern will help the ensemble to maintain supported sound on the long tones.			Crescendos in the Bass Drum, Baritones, and Tubas should not be forgettn, but should not be given in a way that causes the rest of the ensemble to crescendo. Clear prep beats for the trumpets on their accented eighth notes will help show style and energy.										
Rehearsal Consideration	Trombones and Percussion should drive the energy in this section with clear and articulated rhythms.			Working to achieve the staccato releases in Baritones and Tubas will require attention. All should allow for the breif eighth note of silence when the melody switches hands and not blow through it.										
Imagery	A gasp of air!			This seciton is a transition, as iif a story is developing. Stagnant, but not decaying, the sound is full.										

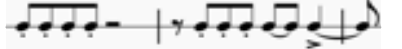
Composition: Symphony for Brass and Percussion

Composer: Alfred Reed

Composer: Alfred Reed																
Measure #	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64
Form	G Section									E' Section						
Phrase Structure																
Tempo	Half Note = 104 bpm															
Dynamics	f		mf		p				mp - sfz		p-sfz	mp			mf	p
Meter/Rhythm																
Tonality	G Major - G-B-D outlines in Timpani and Tuba														D	
Harmonic Motion	G Maj										G13	Baritone Solo -		D add G		
Orchestration	Trumpets, Trombones, and Percussion		Horns, Baritones, Tubas, and Percussion		Solo Trombone 1, Baritones, Tubas, and Percussion		Solo Trombone 4, Tubas, and Percussion		Solo Tuba and Horns		Trumpets and Solo Tuba		Solo Baritone		Trombone 1	
General Character	Interjectory, Conversational, Decaying, and Thinning															
Means for Expression	Staccato accents are a new articulation to the piece; they should be different than a marcato. Percussion groove should lead, and the ensemble should not cover them up. Solo lines should be played technically proficient, but with musicality.															
Conducting Concerns	This section has multiple dim. In the percussion that may need help being shown. The style of staccato-accent should be shown differently than that of a marcato. At m. 51, a lighter, more playful style should begin to be shown in the baton. Cues of solos and helping show their releases, as to not clip them, is useful.															
Rehearsal Consideration	Focus on the dynamics and diminuendos scattered across the ensemble. Entrances should be confident and precise. Percussion should be allowed to rehearse the groove as a section so the brass can hear what is driving them. Rhythms on one pitch should go somewhere.															
Imagery	The exciting motives die down, the colors fade and are present, but less vibrant.															

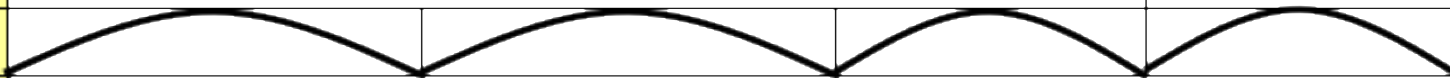
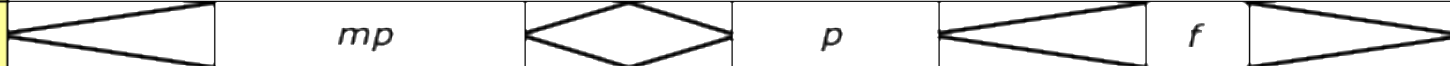
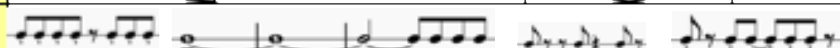
Composition: Symphony for Brass and Percussion

Composer: Alfred Reed

Composer: Alfred Reed	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81
Form	E' Section						F' Section										
Phrase Structure																	
Tempo	Half Note = 104 bpm																
Dynamics	<i>p</i>	<i>mf</i>	<i>f</i>	<i>mp</i>			<i>pp</i>				<i>mf</i>		<i>p</i>		<i>mf</i>	<i>mp</i>	
Meter/Rhythm																	
Tonality	Eb		D				D - D and A remphasized constantly in low voices and horn, A (V) is the primary note in solos.										
Harmonic Motion	EbMaj7 b5		D Maj				D min										
Orchestration	Horn and Trombone 1		Add Trumpets, Timpani, and Xylophone				Horn 1 and 2 and Drum Sticks	Add Baritone and Tuba Ostinato	Add Solo 3rd Trumpet, Horn 3 and 4, and Bass Drum				Add Solo 1st Trumpet				
General Character	Light, Spy-like, Mysterious, Playful, and Sneaky																
Means for Expression	Ostinatos in the horns provide the harmonic texture and allow others to play off of them, so their part should not be considered lesser. Soloists should play with as much musicality as possible, and allow the moving lines in the middle of their long sustains to flourish and pop. Baritone and Tuba clave ostinato should be precise. Emphasis on tied notes that start on the offbeats is essential to the style.																
Conducting Concerns	How can the conductor portray the light, playful style in the ostinato sections, while also helping show the sustains in the solo parts? There is a 3/2 bar to be aware of in m. 70. Helping cue entrances, as many parts are one line, separated into multiple parts to help with fatigue and breathign, is key as it should sound like one continuous line. The p-mp dynamics will require a smaller conducting box, and the crescendos and decrescendos should be show with nuance.																
Rehearsal Consideration	Sempre dynamics should be practiced to happen immediately. TechHalf Note! in the tom toms of wooden handles should be given attention if needed. Solo lines should enter, and grow towards the moving motive that happens every few bars. Ostinato rhythms should be driving and precise. A balance between the multiple ostinato lines and the solo lines should be found. Tone in the trumpets should be full. Percussion is important, even in their sparse playing, and should not be pushed to the wayside.																
Imagery	This is light and playful and sneaky - images of a small animal lightly sneaking around, on a mysterious adventure																

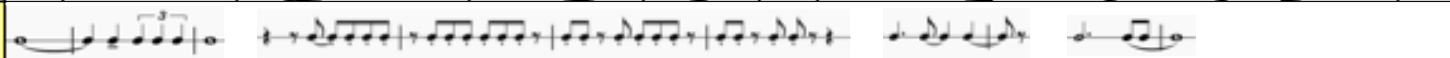
Composition: Symphony for Brass and Percussion

Composer: Alfred Reed

Composer: Alfred Reed	82	83	84	85	86	87	88	89	90	91	92	93	94	95
Form	F' Section											Transition		
Phrase Structure														
Tempo	Half Note = 104 bpm													
Dynamics														
Meter/Rhythm														
Tonality	D - D and A remphasized constantly in low voices and horn, A (V) is the primary note in solos.											G - G - B - D outlined in Timpani and Tuba		
Harmonic Motion	D min											G Maj		
Orchestration	Horns, Trumpets, Baritones, Tubas, Tom Toms, Bass Drum, and Bells											Add Trombone 3 and 4		
General Character	Flowing, Swelling, and Conversational											Decaying		
Means for Expression	Expression should be ed by the conversation happening in the two Trumpet solis. Reed has written it so when one holds a long tone, the other plays a melody, until m. 90, when they move simultaneously. Neither part should be greater than the other in this section, allowing for the interplay to build a slight tension and energy.											The new groove in the percussion should give a sudden, yet gentle, shift in color and style.		
Conducting Concerns	In this section, maintaing tempo will be the greatest challenge The cut time feel, coupled with the melody being flowing and not clearly on downbeats, can lead the ensemble to drag. A lighter pattern to help show spaced staccatos in Horns, Baritones, and Tubas will dictate the style.											Helping show decrescendo, while not dragging and establishing tempo with percussion.		
Rehearsal Consideration	Having the ensemble listen to the downbeat given on one by the Tom Toms and three by the Bass Drum will help to keep the vertical allignments and rhythmic integrity of the section. The starting point of the crescendo in mm. 91 - 92 varies by section, so be sure each instrument understands the purpose of when and where they begin the crescendo.											Releases in the winds should be clear and in the correct style. Percussion will need to work to engage in the groove immediately.		
Imagery	This section gives images of cool colors and a flowing and swelling motion. Visions of a gentle ocean lapping at the shore are prevalent.											Latin groove; very energtic and raw.		

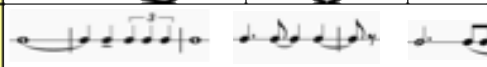
Composition: Symphony for Brass and Percussion

Composer: Alfred Reed

Composer: Alfred Reed																																												
Measure #	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																			
Form	E' Section																																											
Phrase Structure																																												
Tempo	Half Note = 104 bpm																																											
Dynamics	pp	mp									mf			mf			f			pp																								
Meter/Rhythm																																												
Tonality	G - G - B - D outlined in Timpani and Tuba																																											
Harmonic Motion	G Maj	Em7/ GMaj - Trade Off																																										
Orchestration	Horn 3 and 4, Trumpets 1 and 2, Trombone 3 and 4, Timpani, Tom Toms, Bells, Xylophone, and Bass Drum												Horns, Solo 4th Trumpet, Trombone 3 and 4, Tuba 2, and All Percussion																															
General Character	Darker and Thicker Textured. Still Light and Bouncy, but not Playful - rather serious.																																											
Means for Expression	Color shift in the percussion should be emphasized. Whenever a sempre is listed, as it often is, should be done immediately. Solo lines should be played with a quiet, yet emphatic, energy. Anytime a new rhythm or idea appears, it should be brought out.																																											
Conducting Concerns	Helping show the change in timbre in the percussion parts will guide both the ensemble and audience. Helping show syncopated entrances, for both clarity and style. Help solo lines to shape, but do not do it for them. When a new ostianto or melody enters, help them for a few bars.																																											
Rehearsal Consideration	Melody shifts to the bells, and they should be positioned to be prominent to the audience. Accidentals should be noticed and played correctly. The groove and style should be light and bouncy but not playfull.																																											
Imagery	The light texture stays, but the colors are darker and more intense - deep purples and blues																																											

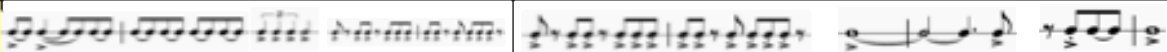
Composition: Symphony for Brass and Percussion

Composer: Alfred Reed

Composer: Aimee Reed	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	
Form	E' Section						Transit ion	F Section											
Phrase Structure																			
Tempo	Half Note = 104 bpm																		
Dynamics									<i>f</i>	<i>ff</i>	<i>f</i>	<i>ff</i>				<i>fff</i>	<i>ff</i>		
Meter/Rhythm																			
Tonality	G - G - B - D outlined in Timpani and Tuba																		
Harmonic Motion	Gm7				Eb Maj		Ab Maj		G Maj	Bb Maj	G Maj								
Orchestration	Trumpets, Trombones, Baritones, Tubas, and All Percussion except Bells.									Full Ensemble, No Tubas			Add Tubas	Full Ensemble					
General Character	Exclamatory, Energetic, Driving. Punchy, Forceful, Aggressive!																		
Means for Expression	Hairpin dynamics return and should be done as such. Marcato mallets help emphasize the style. Ascending quarter note triplets should help to drive the piece forward. Anytime there is half note chords across the entire ensemble, all attacks, releases, and tone should be matched.																		
Conducting Concerns	The score requests a marcato style to be played and conducted. Helping to drive the quarter note triplet figures to the downbeat will keep the forward motion of the ensemble. Crescendos on whole notes will need overexaggeration by the conductor.																		
Rehearsal Consideration	Sustains should be consistent and not die out. Triplet rhythms should be precise and driving to the sustains. Percussion should balance slightly below the melodic motives. Ensure that Bass Drum in m. 129 should be sure to be played with timpani sticks and correct style. Articulations and dynamics are important and should be rehearsed in detail.																		
Imagery	Return of the aggressive flashes of light - bright, vibrant colors. Scenes of the battle re-engaging.																		

Composition: Symphony for Brass and Percussion

Composer: Alfred Reed

Composer: Alfred Reed	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	
Form	F Section						G Section						Transition					
Phrase Structure																		
Tempo	Half Note = 104 bpm																	
Dynamics	f						sffz	mf - sffz	f	mf - sfz	f	mf - sfz	f			f		
Meter/Rhythm																		
Tonality	G - G - B - D outlined in Timpani and Tuba																	
Harmonic Motion	Dm11	Eb7		F 6/9		G Maj		G7		Em7		G Maj						
Orchestration	Full Ensemble																	
General Character	Aggressive!		Aggressive, Driving, and the most Forceful it has been. Waves of Sound and Color ripping left and right.															
Means for Expression	Full ensemble playing is present, so balance and listening across the ensemble is required. Brassy, aggressive playing is needed. Eighth notes on the final beat of a measure should drive forward to the next downbeat. All sffz and fff should be played as such, while maintaing good tone.																	
Conducting Concerns	This is the largest, loudest, most exciting section of the entire piece of music! The conducting should be aggressive, showing all articulation, dynamics, and cues with fervor. Intense emotion should be shown non-verbally in all parts of the conductor set up. Be careful to not get too big too fast and not leave room to grow.																	
Rehearsal Consideration	Full ensemble playing is key here; balance and blend between conical and cylindrical instruments should be given attention. When entrances on the offbeats happen, they should be given prescedent, and then backed off. Difference in articulation between legato and staccato should be clear.																	
Imagery	Aggressive waves - as if the ocean - of bright, aggressive colors, ripping across your vision left and right. The battle is at its peak.																	

Composition: Symphony for Brass and Percussion

Composer: Alfred Reed

Composer: Alfred Reed												
Measure #	156	157	158	159	160	161	162	163	164	165	166	167
Form	F Section				Closing Material							
Phrase Structure												
Tempo	Half Note = 104 bpm				Poco Meno Mosso			Allargando al Fine				
Dynamics	<i>sffz</i>	<i>ff</i>	<i>fff</i>		<i>sffz-fff</i>	<i>ff</i>	<i>sffz</i>	<i>f</i>			<i>fff</i>	
Meter/Rhythm												
Tonality	Ab -Eb	G			F	Eb	A - Bb	G				
Harmonic Motion	Ab Maj	G Maj	Ab Maj	G Maj	F	Eb	A - Bb	G	G min		G Maj	
Orchestration	Full Ensemble											
General Character	Aggressive, Driving, and Forceful!				Stately, Grandiose, and a feeling of Completeness							
Means for Expression	Horns and Baritones should play with vigor and full crescendo on beat three of m. 156 and m. 158. The rest of the ensemble should maintain energy with a slight growth.				Chords in mm. 161-162 should be together, full, and toneful. Bells up in the horns on the final chords will help provide the final, full ensemble sound of the piece as needed.							
Conducting Concerns	Using the left hand to show growth and the right hand to show tempo and dynamics, help push the ensemble through the tape of m. 160.				At m. 161, the tempo hits a halt through rhythms, so the conducting should emphasize the downbeats of the half note chords to help the ensemble to align vertically. Showing great emotion and energy through the final crescendo, and a clean cutoff on the downbeat of m. 167 will be key.							
Rehearsal Consideration	Whole notes should not crescendo, and allow room to hear melodic lines in Horns, Baritones, and Tubas.				The change in the "feel of tempo" should be emphasized by the ensemble. Accents and "brassy sound" should be the highest they have been. Do not crescendo on the last chord to quickly and have a clear attack and release on the final downbeat.							
Imagery	A final surge and rush of raw energy and emotion.				Everything comes to a halt - we have reached a finale for the entire piece - rich purples and royalty							

Appendix D - Interview with Dr. Frank Tracz

The following is a transcription of an in-person interview with Dr. Frank Tracz, Director of Bands at Kansas State University. The focus of the interview was on quality literature. The interview took place at 11:00 am on Wednesday, January 22nd, 2025.

Ben Rajewski: Good morning, Dr. Tracz. If you have time to answer the following questions about literature, it would be greatly appreciated. I have chosen to interview you for these questions based on the information you have given while teaching various graduate-level courses at Kansas State University. This email interview transcript will be recorded to be included in my report.

Dr. Tracz: Sounds good.

BR: I have a few questions on quality literature for you, specifically on the state of quality literature and how it is affected by publishing companies. The first question is “How do you think publishers affect the publication of literature in the current day and how does that compare from when you first started teaching?”

DT: I am not so sure it has changed at all since then. The thing to remember is the publishers are in this to make money. There is a lot of good people running these places, and they want to do what is good for the bands, students, and conductors as well as the music world, but they have to make money. It is like the instrument manufacturers, if they do not do a good job, people will not buy instruments, so that’s where the publishers get involved. Publishers are going to send you what they think you want to play, what the common “B-Flat middle ground” is, and we have to be careful there. If you only play what you get in mail, emails, and internet, it is going to be what everyone is buying, what is the norm. It’s the middle level grade three pieces,

because there is a million of those, as compared to grade two and four, and so forth. Grade three has become an ambiguous area, where it covers some grade two and covers some grade four, and it covers a lot of things. What I think the publishers try to do is get in your hands what they think you should play based on what everyone else is playing. That in itself is a problem.

BR: That makes sense. When you are looking at music, what are some criteria you use to determine if a piece of literature is "quality"?

DT: I look at first of all, the composer. Then I look what I need, what the band needs, what I need to get across. There is a reason we pick literature for our concerts, its educational and its musical. It has to be a combination of both, whether it's one piece or across multiple pieces, it has to serve a purpose. It is multi-faceted, multi-course, really good meal. You have to have a little of everything to whet the appetite, it has to be good for you, it has to be good for the audience, it needs to be good for the band, and it needs to be good for the conductor to rehearse as well. Quality music means its playable, but its challenging. Quality music means its accessible, but you will have to work at it to be a success. You do not want something you can lay right away and keep the band where it is, we want to stretch them. That is what we look for there in terms of picking the literature. All the normal color schemes, dynamics, key signatures, tempos, and so on. The nightmare concert is 112 beats per minute in concert B-Flat for 45 minutes. Nobody does that, at least I hope they do not. To me, it keeps coming back to what do we want to teach them, and we pick the literature to teach them, and there is a lot of good literature to help you teach some things. It is our job to make it creative, to make it interesting, for not only the players, but for the parents in the audience as well.

BR: That is interesting to think about! So, based off that, do you feel the repertoire (the literature being played, as Frank Battisti defines it), is reflective of the literature being written?

DT: I think it is changing, and for the positive, because we are doing a lot of stuff, like buying from composers who are writing for specific genres and different reasons. It is forcing the publishing companies, I think, to look into these people and places, and write some of that stuff. It is changing, because we are choosing the composers based on our musical needs, and composers are starting to answer that need. They are doing things, and writing things, that are going to help us get through it. They are writing things that are going to help us understand the musical aspect of it, and the things we need to teach our groups. There are a lot of good people coming through.

BR: That is good to hear. Those are the only questions I had for you today. Thank you for taking the time to answer them, and I hope you have a great day!

DT: Anytime, you take care.