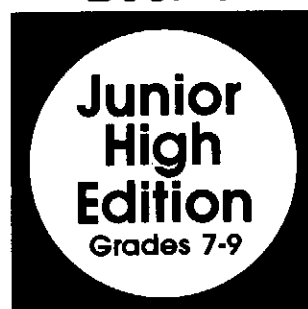


**Book 1**



# Fourteen Weeks to a Better Band

**by Roger Maxwell**

Dedicated to  
Jennifer, Courtney, David and Matthew

**Instrumentation:**

**Conductor's Guide**

C Flute	E♭ Baritone Saxophone
B♭ Clarinet	B♭ Cornet
E♭ Alto Clarinet	Horn in F
B♭ Bass Clarinet	Trombone
Oboe (Bells)	Baritone T.C.
Bassoon	Baritone B.C.
E♭ Alto Saxophone	Tuba
B♭ Tenor Saxophone	Drums

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








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










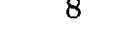
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## INTRODUCTION



### ***Purpose***

The purpose of "Fourteen Weeks To A Better Band" is to afford students the opportunity to learn and reinforce their understanding of 14 basic rhythmic figures and principles by having students concentrate their practice on one specific figure or principle per week over a period of 14 weeks.

Week	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Rhythmic Figure														

### ***Format***

"Fourteen Weeks To A Better Band" allows students to play:

1. An example of a particular rhythmic figure. (e.g. )
2. An exercise devoted exclusively to that rhythmic figure. (e.g. )
3. A related study using that rhythmic figure which is fun to play.

Examples:

- 1st Week - Exercise 1 and Related Study "Determination" and "Blues No. 1", page 6.
- 2nd Week - Exercise 2 and Related Study "Mr. Bach", page 7.
- 3rd Week - Exercise 3 and Related Study "Triangle", page 8.

### ***Related Studies***

The related studies are written in classical, march, jazz, spiritual and country-western idioms in order to give students an opportunity to use the figure in a form other than an exercise.

### ***Recommendation***

The student should practice the rhythmic figure indicated for that week as follows:

1. Each exercise should be practiced twice a day, six days a week.
2. Each related study should be practiced twice a day, six days a week.

Note: Individual lessons, band rehearsals and sectional rehearsals may count toward the minimum number of times each exercise and related study should be practiced daily.

### ***Field Test***

Before publication of this book an extensive 14 week field study involving 18 high school and 4 junior high school bands was conducted. Using the format outlined above the junior high school bands averaged 54% fewer counting errors at the conclusion of the study than at its outset.






































































### ***Composer's Comments***

This book is designed to permit the student to experiment freely with tempo variations while they are following the recommended format. Exercises 11, 12 and 13 may be used as resource pages in order to show the relationship of basic counting principles to other music they are studying. Additional recommendations and comments regarding its use may be found on page 23.

Sincerely,  
Roger Maxwell

# Evaluative Check List

Student's Name \_\_\_\_\_

Exercise No.	Rhythmic Figure to be covered in the Exercise.	It is presumed that the student understands the basic counting principles of the notes listed below.	1	2	3
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.	 SERIES				
12.	 SERIES				
13.	 = RESTS				
14.	SCALES				
Instructor's Initials					

Instructions:

1. The student, at the end of the indicated week, should be satisfactorily performing all notes and rhythmic figures included in that week.



**EXERCISE 1****EIGHTH NOTES**

Play this example

**Related Study****Determination****Related Study****Blues No. I**

EXERCISE 2

EIGHTH & TWO SIXTEENTHS

Play this example

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

Related Study

Mr. Bach