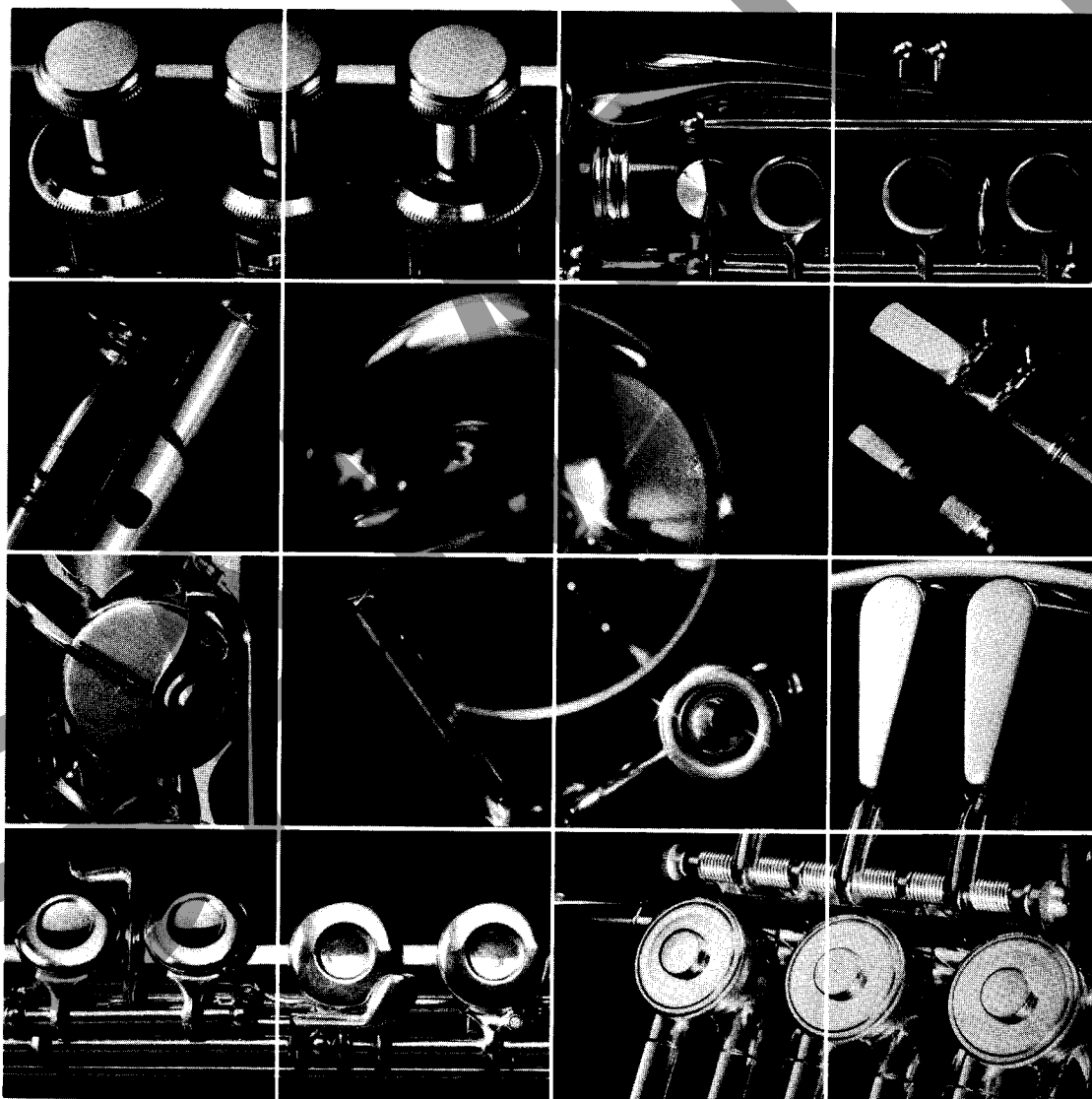


CREED

Correlated with BEST IN CLASS Book 2, page 32

William Himes

BEST IN CLASS PERFORMANCE SELECTIONS



NEIL A. KJOS MUSIC COMPANY • SAN DIEGO, CALIFORNIA

BEST IN CLASS PERFORMANCE SELECTIONS

BEST IN CLASS PERFORMANCE SELECTIONS are exceptional concert pieces by today's top young band writers. Each selection is correlated with a specific page from the **BEST IN CLASS Comprehensive Band Method** to carefully reinforce the musical skills and concepts from **BEST IN CLASS—Book 1 and Book 2. LEARNING CONCEPTS** written in the score and student parts provide valuable teaching ideas and outline the significant characteristics of each piece. Cross-scoring, singable melodies, contemporary harmonies, and important themes in every part are just a few of the quality musical features found in each of these **BEST IN CLASS PERFORMANCE SELECTIONS** published by the Neil A. Kjos Music Company:

GRADE 1

CABO RICO

Chuck Elledge • 2:15 • WB109
Correlated with Book 1, page 18

CHESAPEAKE MARCH

Hilliard/Elledge • 2:50 • GB850
Correlated with Book 1, page 15

A CHRISTMAS SUITE

I. O Come, Little Children
II. Christmas Eve Canon
arr. Eugene Magill • 3:15 • WB81
Correlated with Book 1, pages 10 & 14

CROWN POINT MARCH

Bruce Pearson • 2:00 • WB102
Correlated with Book 1, page 12

HOEDOWN HAYRIDE

Pearson/Elledge • 1:45 • WB104
Correlated with Book 1, page 20

LIBERTY BELL OVERTURE

Chuck Elledge • 2:50 • WB103
Correlated with Book 1, page 17

SONGS OF OLD EIRE

I. Cockles and Mussels
II. The Wearing of the Green
arr. Chuck Elledge • 4:40 • GB855
Correlated with Book 1, page 13

TRUMPET VOLUNTARY

arr. Bruce Pearson • 3:00 • WB115
Correlated with Book 1, page 18

GRADE 1½

AS LATELY WE WATCHED

Pearson/Elledge • 2:15 • WB100
Correlated with Book 1, page 29

BRITISH ISLES SUITE

I. Men of Harlech
II. Henry Martin
III. Sweet Banks of Dundee
arr. Chuck Elledge • 8:10 • WB105
Correlated with Book 1, page 23

CARILLON

Ron Cowherd • 2:25 • WB116
Correlated with Book 2, page 5

FANTASY ON A MEDIEVAL CAROL

Pearson/Halferty • 2:35 • WB92
Correlated with Book 2, page 7

FROM SEA TO SHINING SEA

arr. Eugene Magill • 2:45 • WB84
Correlated with Book 1, page 26

IN DULCI JUBILO

arr. John Zdechlik • 2:50 • WB114
Correlated with Book 1, page 24

KINGSBURY MARCH

Pearson/Elledge • 2:00 • WB94
Correlated with Book 1, page 20

GRADES 2 and 2½

AMERICAN ANTHEMS (2)

arr. Hill/Elledge • 4:00 • GB854
Correlated with Book 2, page 19

CREED (2½)

William Himes • 4:40 • GB853
Correlated with Book 2, page 32

HOMESTEAD 1850 (2½)

arr. Ron Cowherd • 3:05 • WB90
Correlated with Book 2, page 32

JUBILATIONS (2)

Bruce Pearson • 4:00 • WB107
Correlated with Book 2, page 23

MARCH FOR DEE (2)

Root/Pearson • 2:00 • WB93
Correlated with Book 2, page 29

MIRAGE (2)

Chuck Elledge • 6:30 • WB101
Correlated with Book 2, page 29

SUMMER'S RAIN (2)

Chuck Elledge • 4:10 • WB95
Correlated with Book 2, page 13

VOYAGEUR MARCH (2)

Frank Halferty • 2:30 • WB106
Correlated with Book 2, page 13

WIND RIVER OVERTURE (2)

Bruce Pearson • 3:30 • WB96
Correlated with Book 2, page 23

THE COMPOSITION

A creed is a statement of belief. This piece, while not literally programmatic, seeks to convey a sense of affirmation and trust—those ideals considered to be the basis of humanity. The result is music which is descriptive and atmospheric, conjuring a variety of moods ranging from reflection to exultation.

The performance of **Creed** will be enhanced if the conductor keeps in mind these rehearsal suggestions: In measures 1-15, the solemnity of the introduction is best achieved with a style that is sustained and flowing, yet firm and supported. Measures 16-22 depart from the somber opening into a joyful spirited section. Concentration on accents and an energetic percussive style will help convey the spirit of this section. Give special attention to the agogic (percussive) accents in measures 23-26. Play these accents by combining the impact of a marcato accent with the separation of a staccato. By contrast, the *leggiero* style in measures 29-36 should be played in a light and bouncy style, without the weight of accents. Strive for an expressive, lyrical quality while playing the melody in measures 37-56. (Refer to score page 8 for suggestions on teaching the performance style of this significant theme.)

There is an important transition in style and tempo from measures 57-62. The gradual *rallentando* is regulated by the eighth note rhythms in the low woodwinds and low brass. The cornet solo in measures 64-79 should be played in a very legato style, showing much warmth and expression. From measure 80 to the end, progressively increase energy, tempo, and volume to bring the work to a bright, crisp finish.

INSTRUMENTATION LIST

- | | |
|---------------------------|-------------------------------------|
| 3 - 1st Flute | 1 - Baritone T.C. |
| 3 - 2nd Flute | 2 - Baritone B.C. |
| 2 - Oboe | 4 - Tuba |
| 2 - 1st B♭ Clarinet | 1 - Timpani |
| 2 - 2nd B♭ Clarinet | 1 - Percussion I: |
| 2 - 3rd B♭ Clarinet | Chimes |
| 1 - E♭ Alto Clarinet | Bells |
| 2 - B♭ Bass Clarinet | 1 - Percussion II: |
| 2 - 1st E♭ Alto Saxophone | Suspended Cymbal |
| 2 - 2nd E♭ Alto Saxophone | 2 - Percussion III & IV: |
| 2 - B♭ Tenor Saxophone | Snare Drum |
| 1 - E♭ Baritone Saxophone | Bass Drum |
| 2 - Bassoon | Triangle |
| 2 - 1st B♭ Cornet/Trumpet | Tambourine |
| 2 - 2nd B♭ Cornet/Trumpet | 1 - Full Conductor Score |
| 2 - 3rd B♭ Cornet/Trumpet | Approximate Performance Time - 4:40 |
| 2 - 1st F Horn | |
| 2 - 2nd F Horn | |
| 3 - 1st Trombone | |
| 3 - 2nd Trombone | |

THE COMPOSER



William Himes earned his Bachelor and Master of Music degrees from the University of Michigan. He taught instrumental music in Flint, Michigan, where he was also the Bandmaster of the Flint Citadel Band of The Salvation Army and an adjunct lecturer in low brass at the University of Michigan-Flint. Mr. Himes has travelled as a guest euphonium soloist, composer, and conductor throughout the United States and Canada, England, Scotland, Norway, Sweden, and Australia. Currently, Mr. Himes serves as the Bandmaster of the Chicago Staff Band, and as Music Director for The Salvation Army's Central Territory, which includes 11 midwestern states. He has led the ensemble on successful tours of Panama, Mexico, Singapore, the Philippines, and Hong Kong. Mr. Himes continues to be in great demand as a composer, clinician, lecturer, soloist, and guest conductor.

LEARNING CONCEPTS—CREED

Learning Concepts outline the basic musical skills and terms found in **Creed**. Scale, Rhythm, Melody and Phrasing, and Tuning and Harmony Skills are all printed on the back of the student parts. Play through Learning Concepts before sightreading **Creed**, and use them as warm-up exercises to isolate rhythms, teach phrasing, and improve aural awareness.

New Ideas are performance instructions for musical elements found in **Creed**. To reinforce understanding of these new concepts, we encourage you to supplement these instructions with your own definitions of these terms. The New Ideas box appears on the top of the student Learning Concepts as shown here:

New Ideas

Solemne e misterioso = Play in a solemn and mysterious style.

Allegro giocoso = Fast, playful tempo and style.

leggiero = Play in a light and spirited style (non - legato).

calore = Play with warmth and sensitivity.

Tempo I (Tempo primo) = Return to the first tempo of the piece.

Poco meno mosso = A little slower (less motion).

Più mosso = A little faster (more motion).

Con spirito = With spirit.

Allegro vivo = Fast, lively tempo and style.

▲ or ▼ (Percussive accent) = Loud, staccato accent.

Rallentando (*rall.*) = Watch conductor for a gradual slowing of the tempo.

Festivo = Festive, joyful tempo and style.

SCALE SKILL

ACTIVITY

1. Play the F Major Concert scale with the full band. Divide the band into two groups, and ask one group to sing the scale on "loo" while the others play the scale. Repeat the exercise, and switch parts.
2. Play the scale in half notes, quarter notes, and eighth notes.
3. Instruct the students to memorize the scale.

F Major Concert

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ADDITIONAL ACTIVITY

1. The melodic and rhythmic ideas found in **Creed** develop from the tonal center of **F**. These motives use notes from the F Major and F Dorian concert scales. You may wish to briefly explain the history of scales and modes to your class. Major and minor scales, which we now take for granted, were not named and recognized until the end of the Baroque era (approximately 1700). Modes are the scale patterns used by Greeks more than 2000 years ago. They were named after early Greek tribes. The 20th century has brought about a renewed interest in modes by composers and jazz performing artists.
2. The seven basic modes are all found within the major scale. We can discover these modes by counting up from the first note of any major scale, and using the key signature from that major scale. The Dorian mode begins on the second note of a major scale, and uses the accidentals from that major scale. In the exercise below, the F Dorian mode uses the accidentals from the E $\flat$ Major scale. (F is the second note of the E $\flat$ Major scale.) The Dorian mode is commonly used today in jazz and other forms of popular music.
3. Play the F Dorian concert scale with the full band. Divide the band into two groups, and ask one group to sing the scale on "loo" while the others play the scale. Repeat the exercise, and switch parts.
4. Play the scale in half notes, quarter notes, and eighth notes.

F Dorian Concert

The musical score is for the F Dorian Concert scale, written in 4/4 time. It features a full band arrangement with the following parts:

- Flutes 1 & 2:** Fl. a2, Ob. (Oboe)
- Bb Clarinets 1, 2, & 3:** a3
- Eb Alto Saxophones 1 & 2:** a2
- Bb Cornets/Trumpets 1, 2, & 3:** a3
- Horns in F 1 & 2:**
- Low Woodwinds & Low Brass:**
- Timpani:**
- Bells:**
- Suspended Cymbal:**
- Snare Drum & Bass Drum:**
- Triangle & Tambourine:**

The score shows the F Dorian scale (F, G, A, Bb, C, D, E, F) across 8 measures. The woodwinds and brass parts are written in treble clef, while the percussion parts are in bass clef. The percussion section includes a complex rhythmic pattern for the Snare and Bass Drums, and a steady beat for the Triangle and Tambourine.

RHYTHM SKILL

ACTIVITY

1. Following the teacher's demonstration, instruct students to count and clap these rhythm patterns before rehearsing **Creed**. Begin with slower tempos, and repeat as necessary.
2. Subdividing the quarter note pulse into eighth notes is essential throughout **Creed**. To correctly clap these rhythms, encourage students to subdivide out loud by saying, "one-and-two-and-three-and-four-and," clapping on the correct note patterns.
3. Try these exercises with and without percussion.
4. Play these rhythm patterns after counting and clapping have been mastered.

A Allegro giocoso

Flutes 1 2 Fl. a2
Oboe Ob.

Bb Clarinets 1 2 3 a3

Eb Alto Saxophones 1 2 a2

Bb Cornets/Trumpets 1 2 3 a3

Horns in F 1 2 a2

Low Woodwinds
Low Brass

Timpani Allegro giocoso

Bells

Suspended Cymbal (with S.D. stick) (with brushes)

Snare Drum
Bass Drum

Triangle
Tambourine

C **D**

Flutes 1 2

Oboe

Bb Clarinets 1 2 3

Eb Alto Saxophones 1 2

Bb Cornets/Trumpets 1 2 3

Horns in F 1 2

Low Woodwinds
Low Brass

Timpani

Bells

Suspended Cymbal (with brushes)

Snare Drum
Bass Drum

Triangle
Tambourine

choke

* + Finger choke
o open

GB853

MELODY AND PHRASING SKILL

ACTIVITY

- Two melodic segments from **Creed** are shown below. Play the *leggiero* style found in measures 1-3 in a light, bouncy style. Slightly separate each note without accenting.
- By contrast, the phrase beginning in measure 4 should be played in a smooth and connected manner. This *calore* phrase should be performed with warmth and sensitivity. Remind students that all musical phrases are like sentences, and should express complete thoughts.
- When rehearsing **Creed**, identify other melodic fragments, and demonstrate how to shape each phrase as a complete musical statement.

Allegro giocoso

The musical score is divided into two systems. The first system (measures 1-5) features a *leggiero* style in measures 1-3 and a *calore* style in measure 4. The second system (measures 6-11) features a *f* (forte) style in measures 6-10 and a *p* (piano) style in measure 11. The score includes parts for Flutes/Oboe, Bb Clarinets, Eb Alto Saxophones, Bb Cornets/Trumpets, Horns in F, Low Woodwinds/Low Brass, Timpani, Bells, Suspended Cymbal, Snare Drum/Bass Drum, and Triangle/Tambourine. Dynamics include *mp*, *mf*, *f*, and *p*. Performance instructions include *mp leggiero*, *mf calore*, *f*, and *p*. A note in measure 5 indicates '(with S.D. stick)' for the Snare Drum.

TUNING AND HARMONY SKILL

ACTIVITY

1. Correct posture and breath support are essential to playing in tune. Instruct students to listen carefully when playing this exercise. Intervals of unison notes, fifths, thirds, and octaves are found within this skill. Play each three measure segment as slowly as necessary, tuning each interval before the next entrance.
2. Rehearse at different dynamic levels, and make students aware of the differences which may occur when they play loudly and softly. Encourage concentration on a steady air stream.
3. It is helpful to ask students to sing the exercise once they have played it. Ask low woodwinds to play the line while the remainder of the band sings their part in a comfortable range on "loo." Vary the playing assignment between sections of the band. Students should always listen carefully to their vocal and instrumental intonation for accurate ensemble tuning.

The musical score is for a band exercise in 4/4 time, G major. It consists of ten measures. The instrumentation includes Flutes/Oboe, Bb Clarinets, Eb Alto Saxophones, Bb Cornets/Trumpets, Horns in F, Low Woodwinds/Brass, Timpani, and Bells. The exercise is divided into two systems of five measures each. In the first system, measures 1-5, the Flutes/Oboe play a descending line (G4, F#4, E4, D4, C4), while the other instruments play unison lines. In the second system, measures 6-10, the Flutes/Oboe play a descending line (B3, A3, G3, F#3, E3), while the other instruments play unison lines. The score includes various musical notations such as clefs, key signatures, time signatures, and dynamic markings.

CREED

Correlated with BEST IN CLASS Book 2, page 32

Full Conductor Score

Approximate Performance Time 4:40

William Himes

1 Solemne e misterioso $\text{♩} = 66$

2 **3** **4** **5**

Flutes 1 2

Oboe

B♭ Clarinets 1 2 3

E♭ Alto Clarinet *mp*

B♭ Bass Clarinet *mp*

E♭ Alto Saxophones 1 2 *mp* *a2*

B♭ Tenor Saxophone *mp*

E♭ Baritone Saxophone *mp*

Bassoon *mp*

B♭ Cornets / Trumpets 1 2 3 **1.** *p*

F Horns 1 2 *mp* *a2*

Trombones 1 2 *mp*

Baritone *mp*

Tuba *mp*

Timpani *mp* *F, C*

Percussion I: Chimes *mp*

Percussion II: Suspended Cymbal *mp* *Susp. Cym. (w/soft mallets)*

Percussion III: Snare Drum

Percussion IV: Triangle

Tambourine

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6 Poco meno mosso 10 A tempo

Fls. 1 2 *mp* *p*

Ob. *mp* *p*

Cls. 1 2 3 *p*

A. Cl. *mf* *p*

B. Cl. *mf* *p*

A. Sax. 1 2 *mf* *p*

T. Sax. *mf* *p*

Bar. Sax. *mf* *p*

Bsn. *mf* *p*

Cors. / 1 2 3 *mf* *p*

Tpts. *mf* *p*

Hns. 1 2 *mf* *p*

Trbs. 1 2 *mf* *p*

Bar. *mf* *p*

Tuba *mf* *p*

Timp. *mf* *p*

Chimes *mf* *p*

Susp. Cym. *mf* *p*

S. D. *p*

B. D. *p*

Tri. *p*

10 A tempo

Allegro giocoso (♩ = 108 - 120)

16 17 18 19 20

Fls. 1 2 *ff* *f*

Ob. *ff* *f*

Cls. 1 2 3 *ff* *f*

A.Cl. *ff* *f*

B.Cl. *ff* *f*

A.Saxes. 1 2 *ff* *f*

T.Sax. *ff* *f*

Bar.Sax. *ff* *f*

Bsn. *ff* *f*

Cors. / 1 2 3 *ff* *f*

Tpts. 2, 3. *ff* *f*

Hns. 1 2 *ff* *f*

Trbs. 1 2 *ff* *f*

Bar. *ff* *f*

Tuba *ff* *f*

Timp. *ff* *f*

Chimes *ff*

Susp.Cym. *ff*

S.D. *ff*

B.D. *ff*

Tri. *ff*

1. Allegro giocoso ♩ = 108 - 120

a3 18 a2

1. 2., 3.

+ = Finger choke
○ = Open

[illegible]

31 32 33 34 35

Fls. 1 2 *f* *mp*

Ob. *f* *mp*

Cls. 1 2 3 *f* *mp* *a2*

A. Cl. *f* *mp*

B. Cl. *f* *mp*

A. Saxes. 1 2 *f* *mp*

T. Sax. *f* *mp*

Bar. Sax. *f* *mp*

Bsn. *f* *mp*

Cors. / 1 2 3 *a3* *f*

Tpts. *f*

Hns. 1 2 *f*

Trbs. 1 2 *f*

Bar. *f*

Tuba *f*

Timp. *f*

Bells *f* Choke

Susp. Cym. *f* Snare stk. *f*

S.D. *f*

B.D. *f*

Tri. *f* + = Finger choke
○ = Open

36 37 38 39 40

Fls. 1 2 *mf calore*

Ob. *mf calore*

Cls. 1 2 3 *mf calore*

A. Cl. *mf*

B. Cl. *mf*

A. Saxes. 1 2 *mf* a2

T. Sax. *mf*

Bar. Sax. *mf*

Bsn. *mf*

Cors. / 1 2 3 37

Tpts. 3

Hns. 1 2 *mf* a2

Trbs. 1 2 *mf* a2

Bar. *mf*

Tuba *mf*

Timp.

Bells *mf*

Susp. Cym.

S.D. *mf*

B.D.

Tamb.

41 42 43 a2 44 45

Fls. 1 2 *f* *p* *cresc. poco a poco*

Ob. *f* *p*

Cls. 1 2 3 *f* *p* *cresc. poco a poco*

A. Cl. *f* *p*

B. Cl. *f* *p* *cresc. poco a poco*

A. Saxes. 1 2 *f* *a2* *p*

T. Sax. *f* *p* *cresc. poco a poco*

Bar. Sax. *f* *p* *cresc. poco a poco*

Bsn. *f* *p* *cresc. poco a poco*

Cors. / 1 2 3 *f* *a3* *p* *cresc. poco a poco*

Tpts. 2, 3, *f* *p* *cresc. poco a poco*

Hns. 1 2 *f* *p* *cresc. poco a poco*

Trbs. 1 2 *f* *p* *cresc. poco a poco*

Bar. *f* *p* *cresc. poco a poco*

Tuba *f* *p* *cresc. poco a poco*

Timp. *p* *cresc. poco a poco*

Bells *f*

Susp. Cym. *f*

S.D. *f* *p*

B.D.

Tamb. *p* *cresc. poco a poco*

[illegible]

51 52 53 54 55

Fls. 1 2

Ob.

Cls. 1 2 3

A.Cl.

B.Cl.

A.Saxes. 1 2

T.Sax.

Bar.Sax.

Bsn.

Cors./ 1 2
Tpts. 3

Hns. 1 2

Trbs. 1 2

Bar.

Tuba

Timp.

Bells

Susp.Cym.

S.D.
B.D.

Tri.

56 57 58 59 60

Fls. 1 2 *p* *rall.* *p*

Ob. *p* *rall.* *p*

Cls. 1 2 3 *p* *rall.* *a2*

A. Cl. *p* *rall.*

B. Cl. *p* *rall.*

A. Saxes. 1 2 *rall.* *p*

T. Sax. *p* *rall.*

Bar. Sax. *p* *rall.* *B. Cl. cue* *End cue*

Bsn. *p* *rall.*

Cors. / 1 2 3 *3rd Cl., A. Sax. cue* *rall.* *p* *End cue*

Hns. 1 2 *rall.* *p* *Low W.W. cue*

Trbs. 1 2 *rall.* *p*

Bar. *p* *rall.*

Tuba *rall.*

Timp. *rall.*

Bells *p*

Susp. Cym. *Snare stk.* *rall.* *p* *rall.*

S.D. *rall.*

B.D. *Tri.*

Tri. *rall.* *p*

61 Tempo I (♩ = 66) 62 63 64 65 66

Fls. 1 2

Ob.

Cls. 1 2 3

A. Cl.

B. Cl.

A. Saxes. 1 2

T. Sax.

Bar. Sax.

Bsn.

Cors./Tpts. 1 2 3

Hns. 1 2

Trbs. 1 2

Bar.

Tuba

Timp.

Chimes

Susp. Cym.

S.D.

B.D.

Tri.

1st Trb., 1st Hn. cue

2nd Trb., 2nd Hn. cue

Tuba cue

Bar. cue

Tempo I (♩ = 66) End cue

1. Solo

2., 3.

Tutti

mp

cantabile

mf

p

a2

Chime

67 68 69 70 71

Fls. 1 2 *mp*

Ob.

Cls. 1 2 3 *mf*

A.Cl. *mf* *p*

B.Cl. *mf* *p*

A.Saxes. 1 2 *mf* *p* *1 Hn., A.Cl. cue*

T.Sax. *mf* *p*

Bar.Sax. *mf* *p*

Bsn. *mf* *p*

Cors./ 1 2 3 *mf* *p*

Tpts. 2, 3

Hns. 1 2 *mf* *p*

Trbs. 1 2 *mf* *p*

Bar. *mf* *p* *B.Cl., B.Sax. cue*

Tuba *mf* *p*

Timp. *mp* *p*

Bells

Susp.Cym. (Brushes) *p*

S.D.

B.D.

Tri. *p*

End cue *a2* *End cue* *End cue*

[illegible]

77 78 79 80 81

Fls. 1 2 *allargando* *ff* *Allegro vivo* (♩ = 108) *p*

Ob. *allargando* *ff* *p*

Cls. 1 2 3 *allargando* *ff* *p*

A. Cl. *allargando* *ff* *p*

B. Cl. *allargando* *ff* *p*

A. Sax. 1 2 *allargando* *ff* *p*

T. Sax. *allargando* *ff* *p*

Bar. Sax. *allargando* *ff* *p*

Bsn. *allargando* *ff* *p*

Cors. / 1 2 Tpts. 3 *allargando* *ff* *Allegro vivo* (♩ = 108) *p*

Hns. 1 2 *allargando* *ff* *p*

Trbs. 1 2 *allargando* *ff* *p*

Bar. *allargando* *ff* *p*

Tuba *allargando* *ff* *p*

Timp. *allargando* *ff* *p*

Bells *allargando* *ff* *p*

Susp. Cym. *(soft mallets) allargando* *ff* *p*

S.D. *allargando* *ff* *p*

B.D. *allargando* *ff* *p*

Tamb. *allargando* *ff* *p*

Timp. cue *ff* *p*

82 83 84 85 86 87

Fls. 1 2

Ob.

Cls. 1 2 3

A.Cl.

B.Cl.

A.Saxes. 1 2

T.Sax.

Bar.Sax.

Bsn.

Cors. 1/2

Tpts. 3

Hns. 1 2

Trbs. 1 2

Bar.

Tuba

Timp.

Bells

Susp.Cym.

S.D.

B.D.

Tamb.

mp

p

mf

a2

End cue

Bar. cue

Hn., A.Sax. cue

[illegible]

93 94 95 96 97

Fls. 1 2

Ob.

Cls. 1 2 3

A. Cl.

B. Cl.

A. Saxes. 1 2

T. Sax.

Bar. Sax.

Bsn.

Cors. 1 2 3

Tpts. 1 2 3

Hns. 1 2

Trbs. 1 2

Bar.

Tuba

Timp.

Bells

Susp. Cym.

S.D.
B.D.

Tamb.

98 Festivo

99 100 101 102

Fls. 1 2 *ff*

Ob. *ff*

Cls. 1 2 3 *ff*

A. Cl. *ff*

B. Cl. *ff*

A. Saxes. 1 2 *ff*

T. Sax. *ff*

Bar. Sax. *ff*

Bsn. *ff*

Cors. / 1 2 Festivo 1. 2. 3. *ff*

Tpts. 3 2. 3. *ff*

Hns. 1 2 *ff* a2

Trbs. 1 2 *ff*

Bar. *ff*

Tuba *ff*

Timp. *ff*

Bells *ff*

Susp. Cym. Hard stk. *ff* (soft mallets)

S.D. *ff*

B.D. *ff*

Tamb. *ff* Tri.

103 104 105 106 107

Fls. 1 2

Ob.

Cls. 1 2 3

A.Cl.

B.Cl.

A.Saxes. 1 2

T.Sax.

Bar.Sax.

Bsn.

Cors./Tpts. 1 2 3

Hns. 1 2

Trbs. 1 2

Bar.

Tuba

Timp.

Bells

Susp.Cym.

S.D.

B.D.

Tri.

ff

ff

ff

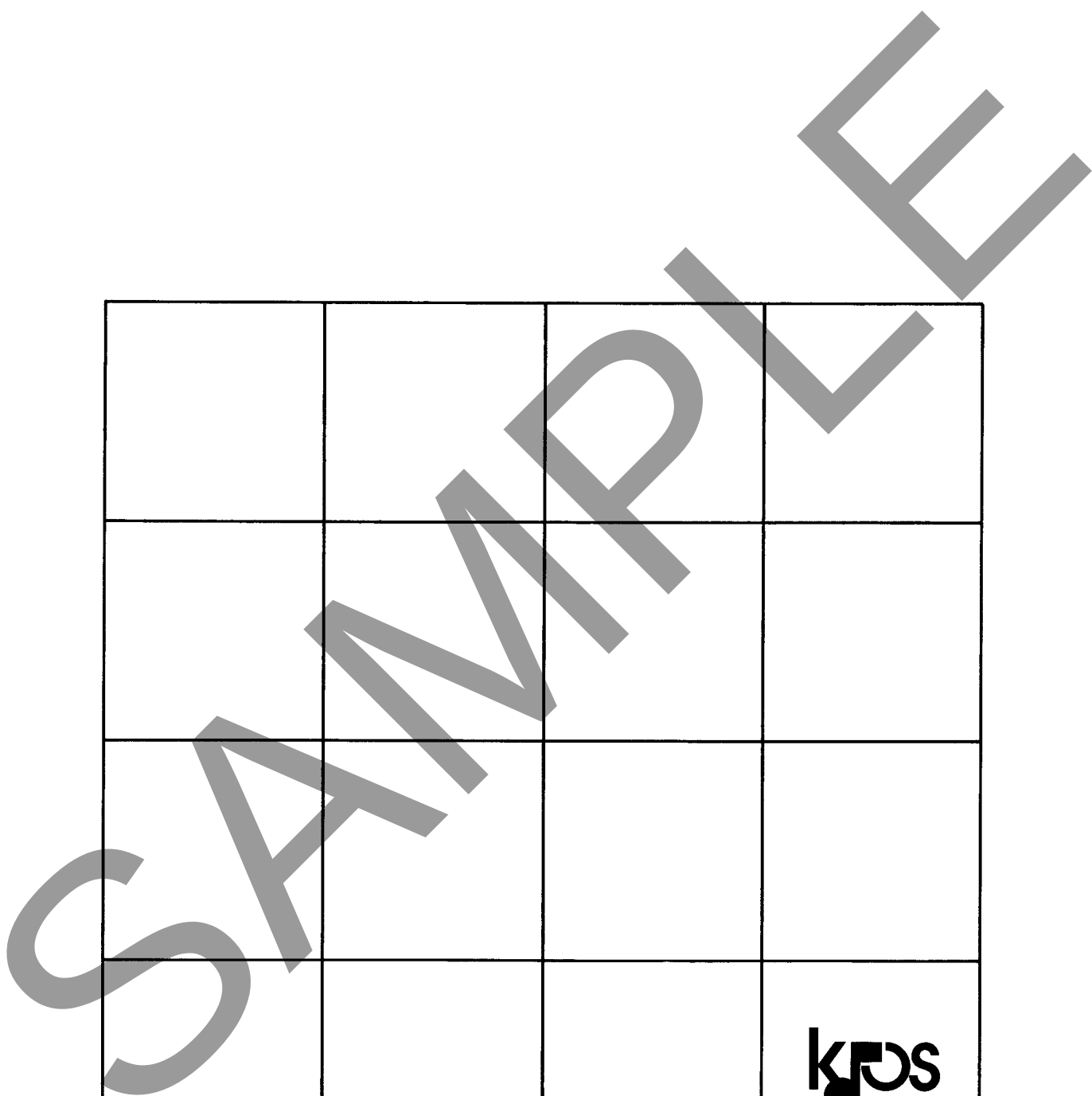
ff

Choke

(Hard stk.)

Choke

SAMPLE



NEIL A. KJOS MUSIC COMPANY • SAN DIEGO, CALIFORNIA
