

Spiders? NOPE!

Composed by
Amy Webb

"Spiders? Nope!" brings people's fears of the eight-legged arachnid to life with its creepy, crawly rhythm, hair-raising dissonances and staccato movement. Band directors should review staccato playing with their students to make certain they do not play those notes too heavily. Preparing for the "slur two, tongue two" sections (just after measure 5 and 13 as examples) using exercises from student's method books will go a long way toward making those passages sound suitably scary!

The best mallets for Timpani players to use would be medium soft yarn mallets.

Also, to prepare students for the crescendos and decrescendos try this: have students play a note for four counts, but tell them to get quieter (or louder, depending on which dynamic you're working on) only on the fourth beat! Kids will instinctively prepare to play softer (or louder) because they have a specific beat to aim for. In that preparation, you will notice that they nearly always begin to decrescendo on beat two, which is ideally what you'll want, anyhow! If the passage you're looking to make louder or quieter is longer than four counts, you can adjust your warmup exercise to as many beats as you need.

Happy playing, and enjoy!

Instrumentation:

1	Conductor	2	F Horn
10	Flute	4	B \flat Trumpet 1
2	Oboe	4	B \flat Trumpet 2
6	B \flat Clarinet 1	3	Trombone
6	B \flat Clarinet 2	2	Euphonium
2	B \flat Bass Clarinet	2	Baritone T. C.
2	Bassoon	3	Tuba
4	E \flat Alto Saxophone	2	Timpani
2	B \flat Tenor Saxophone	2	Woodblocks
2	E \flat Baritone Saxophone	2	Snare Drum/Bass Drum
		2	Orchestra Bells

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N100290



Transposed Score
(duration: 1' 40")

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Creepily $\text{♩} = 120$ 5

2 3 4 5 6 7 8 9 10

Flute *mf*

Oboe (Bells) *mf*

B \flat Clarinet 1, 2 *mp*

B \flat Bass Clarinet *mp*

Bassoon *mp*

E \flat Alto Saxophone *mf*

B \flat Tenor Saxophone *mp*

E \flat Baritone Saxophone *mp*

F Horn *mp*

B \flat Trumpet 1, 2 *mf*

Trombone *mp*

Euphonium *mp*

Tuba *mp*

Timpani C, G, D *mp* Cm Cm G/D

Wood Block *mf*

Snare Drum *mf*

Bass Drum *mf*

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11 12 13 14 15 16 17 18 19

The musical score is arranged in a system with 13 measures. The instruments and their parts are as follows:

- Fl.**: Melodic line with dynamics *cresc.*, *f*, and *dim.*
- Ob.**: Melodic line with dynamics *cresc.*, *f*, and *dim.*
- B♭ Cl. 1, 2**: Harmonic accompaniment with dynamics *cresc.*, *f*, and *dim.*
- B♭ B. Cl.**: Harmonic accompaniment with dynamics *cresc.*, *f*, and *dim.*
- Bsn.**: Harmonic accompaniment with dynamics *cresc.*, *f*, and *dim.*
- E♭ A. Sax.**: Melodic line with dynamics *cresc.*, *f*, and *dim.*
- B♭ T. Sax.**: Harmonic accompaniment with dynamics *cresc.*, *f*, and *dim.*
- E♭ B. Sax.**: Harmonic accompaniment with dynamics *cresc.*, *f*, and *dim.*
- F Hn.**: Harmonic accompaniment with dynamics *cresc.*, *f*, and *dim.*
- B♭ Tpt. 1, 2**: Harmonic accompaniment with dynamics *cresc.*, *f*, and *dim.*
- Tbn.**: Harmonic accompaniment with dynamics *cresc.*, *f*, and *dim.*
- Euph.**: Harmonic accompaniment with dynamics *cresc.*, *f*, and *dim.*
- Tba.**: Harmonic accompaniment with dynamics *cresc.*, *f*, and *dim.*
- Timp.**: Percussion part with chordal accompaniment: Cm, Cm, C, Fm C, G, Cm, G.
- W.B.**: Woodblock part with dynamics *cresc.*, *f*, and *dim.*
- S. D. B. D.**: Snare and Bass Drum part with dynamics *cresc.*, *f*, and *dim.*

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20 21 22 23 24 25 26 27 28 29

Fl. *mf* *cresc.* *mf*

Ob. *mf* *cresc.* *mf*

B \flat Cl. 1, 2 *mf* *cresc.* *mf*

B \flat B. Cl. *mp* *cresc.* *mf*

Bsn. *mp* *cresc.* *mf*

E \flat A. Sax. *mf* *cresc.* *mf*

B \flat T. Sax. *mp* *cresc.* *mf*

E \flat B. Sax. *mp* *cresc.* *mf*

F Hn. *mp* *cresc.* *mf*

B \flat Tpt. 1, 2 *mf* *cresc.* *mf*

Tbn. *mp* *cresc.* *mf*

Euph. *mf* *cresc.* *mf*

Tba. *mp* *cresc.* *mf*

Timp. Cm G Cm Fm Cm Gm/D Gm Cm Fm B \flat /F Cm G Cm *mf*

W.B. *mf* *cresc.* *mf*

S. D. B. D. *mf*