HOW THE

TRADITION OF EXCELLENCE

BAND METHOD ADDRESSES EACH OF

THE GRADE 5–8 NATIONAL STANDARDS

Contained in this booklet are just a few of the many exercises included in the Tradition of Excellence band method designed to help the student meet and surpass each of the grade 5–8 National Standards.

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ABOUT THE AUTHORS

Bruce Pearson grew up in Bloomington, Minnesota. He has taught at the elementary, junior high, high school, and college levels for over 40 years. In December of 1998, Dr. Pearson was awarded the prestigious Midwest Clinic Medal of Honor in recognition of his outstanding contributions to music education. In 2007, he was the recipient of the Distinguished Alumni award at St. Cloud State University. Also in 2007, he was recognized as the first Patron for the Maryborough Conference in Queensland, Australia. Dr. Pearson continues to serve as a guest lecturer, clinician, and conductor in addition to his work as a composer, arranger, and author.

Dr. Pearson and his wife, Dee, presently live in Elk River, Minnesota—a part of the Minneapolis-St. Paul metropolitan area.

Ryan Nowlin, a native of Cleveland, Ohio, holds both his Bachelor of Music and Master of Music degrees from Bowling Green State University (Ohio). He has taught for ten years at the beginning, middle school, high school, and college levels, including wind ensemble, jazz ensemble, and marching band direction. Mr. Nowlin was an instructor of conducting and band scoring at BGSU and was recently recognized as one of the university’s Accomplished Graduates. In 2010, Mr. Nowlin joined “The President’s Own” United States Marine Band, where he currently serves as staff arranger.

This work presented by the publisher has been prepared by Ryan Nowlin in an unofficial capacity and neither “The President’s Own” United States Marine Band, the U.S. Marine Corps, nor any other component of the Department of Defense or the U.S. Government has endorsed this material.
1. Content Standard: Singing, alone and with others, a varied repertoire of music

Achievement Standards

a. sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

Singing is critical to the complete development of instrumental music students, and should be a part of training from the very beginning. Singing helps to develop their audiation skills—that is, for the students to be able to hear the music before they play it. A good vocal warm-up is essential at the start of any lesson that includes singing. Employ warm-ups such as the one below that relax the voice and promote good vocal health.

BASIC WARM-UP FOR SINGING

Loosen up: Have students shake out their arms and legs to release tension in their muscles.

Establish posture: Tell students to stand/sit up straight as if an invisible string attached to the top of their heads is holding them up.

Develop breathing: Have students take a breath without lifting their shoulders. Then, while keeping a steady beat, have them push out the air using a continuous “sss” or “fff” sound, telling them to make sure all of the air is exhaled by the time eight counts have passed. Repeat, varying number of counts. Rhythmic sizzling (for example, vocalizing “sss” in a series of quarter note bursts) can also be used when expelling the air. For more detailed information on breathing development, see Teaching Band With Excellence, pages 32-33.

Warm-up and relax the voice:

- Create an exercise using three or four notes in a stepwise pattern. Sing the exercise on “ah” or “oo” and have students echo you. Start in the middle register, then repeat the exercise a few more times, starting the exercise a half step higher or lower each time.

- Sing a note using “ah” or “oo,” slide up to a note a fifth above it, then slide back down again. Have students echo you. Move up and down by half steps. Tell students to try to feel their voice singing all of the pitches in between the beginning and ending notes.

- Have students vocalize siren-like sounds that sweep from low to high and back to low. Use the syllable “woo” and have students accompany the sweep of sound with an arm gesture that matches the pitch contour. Begin in the middle register at a low volume, increasing the range and volume as the warm-up progresses.

B♭ Clarinet Book 2, page 3

13. Excellence in Theory

Play and sing the following intervals.
b. sing with expression and technical accuracy music representing diverse genres and cultures, with expression appropriate for the work being performed

Written assessments are also a valuable way to evaluate student progress. Assess students’ understanding of concepts introduced by having them complete the Tradition of Excellence Quiz 2 available on score page 147. Students are prepared for this quiz after completing page 13. The quiz and answer key are also available in the Interactive Teacher Studio.

San Serení is pronounced “sahn seh-reh-NEE.”

40. San Serení  —  Test

Puerto Rican Folk Song

Conductor Score Book 1, page 131
b. sing with expression . . . continued from page 4

Conductor Score Book 1, page 112

31. Camptown Races

Stephen Foster (1826–1864)
American Composer

**Objectives for Student Learning**
- Identify, define, and perform a one-measure repeat sign.
- Aurally identify and notate pitches and rhythms.
- Locate the United States on a world map and share information about this country.
- Share information about Stephen Foster.
- Perform with lyrics and share information about Camptown Races.
- Discuss the history fact and define popular music.

**Student Text**
Draw the missing notes in the ovals before you play.

**History:** Stephen Foster, America's first great popular songwriter, was born on the 50th anniversary of American Independence: the Fourth of July, 1826.
b. sing with expression . . . continued from page 5
2. Content Standard: Performing on instruments, alone and with others, a varied repertoire of music

Achievement Standards

a. perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control

Conductor Score Book 1, page 22

Clarinet Lesson

Clarinet Checklist

☐ Sitting up straight?
☐ Clarinet in center of body with bell near knees!
☐ Clarinet at correct angle?
☐ Right and left thumbs correctly placed?
☐ Fingers gently curved?
☐ Wrists straight?
☐ Elbows away from body?
☐ Head erect?
☐ Mouthpiece proper distance in mouth?
☐ Top teeth resting directly on mouthpiece?
☐ Chin flat and pointed?
☐ Equal pressure on all sides of mouthpiece?
☐ Breathing correctly?
☐ Good tone produced?

Check tone production by using just the mouthpiece and barrel.
Correct Concert pitch:

\[ F_{\text{sharp}} \]

Clarinet video lessons feature April Leslie.
a. perform on at least one instrument... continued from page 7

Percussion Book 1, page 26 cont. (105)

105. Ronde

Tielman Susato (c. 1500–c. 1562) Flemish (Belgian) Composer

Rigaudon

Georg Philipp Telemann (1681–1767) German Composer

Arr. Bruce Pearson and Ryan Nowlin

Oboe Book 1, page 36
perform on at least one instrument... continued from page 8

The term “military band” was historically used to designate an instrumental ensemble made up of woodwinds, brass, and percussion, much like today’s concert band. Ecossaise for Military Band was originally written by Beethoven in 1810 for this type of ensemble. The work is a contradance, a lively dance-inspired composition in \( \frac{2}{4} \).

In a contradance, couples faced each other in two lines. It was a Classical Period predecessor to more modern forms such as square dancing.


Percussion Ensemble or Full Band: All Percussion Parts (cont. next page)

Ecossaise for Military Band

Ludwig van Beethoven (1770–1827)
German Composer
arr. Bruce Pearson

ENSEMBLE

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Theme</td>
<td>2nd Theme</td>
<td></td>
</tr>
</tbody>
</table>

1st x = first time through, 2nd x = second time through.
a. perform on at least one instrument . . . continued from page 9

Conductor Score 1, page 210

Procession from "Water Music"

Student Text

History: Water Music was written for a royal boat part on England’s Thames River. The orchestra played from one barge while King George I and friends listened from another vessel close by.

All except percussion: In 2/4, 3/4, and other time signatures, «insert whole rest» indicates a full measure of rest.

Introduction

Moderato

1st Theme

Moderato

Flute

Oboe

B♭ Clarinet

B♭ Bass Clarinet

Bassoon

E♭ Alto Saxophone

E♭ Tenor Saxophone

E♭ Baritone Saxophone

B♭ Trumpet

F Horn

Trombone

Baritone

Tuba

Bells

S.D.

R.D.

Piano Reduction

George Frideric Handel (1685–1759)

English Composer

arr. Ryan Nowlin

W61F

NN1112B
b. perform with expression and technical accuracy varied repertoire of instrumental literature with a difficulty of 3, on a scale 1 to 6, including some solos performed from memory

Hunting Song
Solo with Piano Accompaniment
Ryan Nowlin (b. 1978)
American Composer

Andante ($= 66$)

To Coda

© 2010 Neil A. Kjos Music Company. Pages 20 and 21 are authorized for duplication to meet specific requirements for festivals, contests, and competitions. An additional photocopy may be distributed to an accompanist. All copies must be destroyed after the event.
b. perform with expression ... continued from page 11

B♭ Clarinet Book 2, page 37

Bossa Caribe

Bruce Pearson (b. 1942)
American Composer
arr. Ryan Nowlin

Moderato

div.

f

p

unis.

D.S. al Coda

mp
b. perform with expression ... continued from page 12

Conductor Score Book 2, first score page Rain Dance
c. perform music representing diverse genres and cultures, with expression appropriate for the work being performed

B♭ Clarinet Book 1, page 30

127. Theme from “The Sleeping Beauty”
   ▶ Circle the notes changed by the key signature.
   ▶ R.H. down = keep right hand fingers down.

Peter Ilyich Tchaikovsky
(1840–1893)
Russian Composer

In 1891, Tchaikovsky traveled to America for the opening of Carnegie Hall in New York City.

Oboe Book 1, page 31

133. Sleeping Princess
   ▶ Which fingering should you use when playing F on this song?

Swedish Folk Song

Percussion Book 1, page 31 cont.

134. Skill Builder: Samba-lêlê

Brazilian Folk Song

B♭ Clarinet Book 2, page 17

81. The Galway Piper

Irish Reel
d. play by ear simple melodies on a melodic instrument

**B♭ Trumpet Book 1, page 10**

**31. Camptown Races** → Draw the missing notes in the ovals before you play.

**B♭ Trumpet Book 2, page 5**

**24. Excellence in Ear Training** → Write the melody of "My Country, 'Tis of Thee"/"God Save the King" in the staff provided. Several notes are written to help you.

**Trombone Book 1, page 29**

**123. Excellence in Ear Training** → Practice with the recorded accompaniment. Listen in measures 1, 3, 5, and 7. In measures 2, 4, 6, and 8, echo what you heard. Your starting notes are shown.

**Clarinet Book 2, page 13**

**61. Excellence in Ear Training** → Play the Blues Scale at the top of the page. Practice with the recorded accompaniment. Listen in measures 1, 3, 5, and 7. In measures 2, 4, 6, and 8, echo what you heard. Your starting notes are shown. Only the notes of the blues scale will be used.
Conductors Score Book 2, 1st page of page 22 Gregorian Chant & Ritual

**Gregorian Chant and Dance**

Ryan Nowlin (b.1978)
American Composer

Chant-like $\frac{q}{E}=60$

- Flug
- Oboe
- Bb cl
- E A cl
- Eb cl
- Bb cl
- Bc
- Eb sax
- Bb sax
- Bb timp

- F horn
- Trumpet
- Bar. euph. b
c
- Bb tuba
- Bf horn

- Tenor sax
- Bb sax

- Snare drum
- Bass drum
- Triangle, tam-tam, cracked cymbals

- Chant-like $\frac{q}{E}=60$

- Piano

---

e. perform in groups, blending instrumental timbres, matching dynamic levels and responding to the cues of the conductor

f. perform independent instrumental parts while other students play contrasting parts
3. Content Standard: Improvising melodies, variations, and accompaniments

**Achievement Standards**

a. improvise simple harmonic accompaniments
b. improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies in major keys
c. improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality

**Trombone Book 1, page 16**

59. Bingo Variations

- 1) Play the black notes, which make up the theme. American Folk Song
- 2) Add the gray notes, which make up the variation.

**B♭ Clarinet Book 2, page 15**

73. Excellence in Improvisation

- Using the notes from the blues scale, improvise a musical response to the musical call on the recorded accompaniment.

**B♭ Trumpet Book 2, page 25**

110. Excellence in Improvisation

- In the bars notated with slashes, improvise your own solo based on the C blues (Concert B♭) scale. Use new ideas or the licks you know.

**B♭ Clarinet Book 2, page 31**

144. Excellence In Improvisation

- Using pitches from the Blues scale, improvise a melody.
4. Content Standard: Composing and arranging music within specified guidelines

Achievement Standards

Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

**Eb Alto Saxophone Book 1, page 17**

66. Excellence in Composition: Carnival of Venice

- 1) Play the theme. 2) Add eighth notes after some of the quarter notes to compose a variation as in 59. Bingo Variations. **Bonus:** Improvise a variation!

Trombone Book 1, page 9

28. Excellence in Composition

- 1) Draw a bass clef. 2) Complete and play your composition.

Bb Clarinet Book 2, page 17

86. Excellence in Composition

- 1) Add a tempo, dynamics, and slurs. 2) Complete and play your composition. Don’t forget to add the final barline!

Bb Clarinet Book 2, page 29

133. Excellence in Composition

- In the key of D minor (Concert C minor), write an original four-bar melody. You may use the natural, harmonic, or melodic minor scales. Be sure to include your clef, key signature, tempo, slurs, and dynamics. Two notes have been suggested. Give your composition a title and play it.
5. Content Standard: Reading and notating music

**Achievement Standards**

a. read whole, half, quarter, sixteenth, and dotted notes and rests, in \( \frac{2}{4}, \frac{3}{4}, \frac{4}{4}, \frac{6}{8}, \frac{3}{8} \), and alla breve meter signatures

b. identify and define standard notation symbols for pitch rhythm, dynamics, tempo, articulation and expression

Eb Alto Saxophone Book 1, page 14
36. Rhythm Time  
1) Write the counting and clap the rhythm before you play. 2) Play on the note D (Concert C).

37. Two Step  
- The C major (Concert B♭ major) key signature, highlighted in purple, indicates no sharps or flats.

109. Dance Josey  
1. American Folk Song

112. Anvil Chorus from “Il Trovatore”  
Giuseppe Verdi (1813–1901)  
Italian Composer

123. Rhythm Time  
1) Write in the counting and clap the rhythm before you play. 2) Play on the note F (Concert E♭).

124. I’se the B’y that Builds the Boat  
Canadian Folk Song

NN1112B
c. read at sight simple melodies

Trombone Book 1, page 11

38. Sight-Reading Challenge: Shoo Fly

American Folk Song

Oboe Book 1, page 17

64. Sight-Reading Challenge:
Theme from “Cambridge Overture”

Anne McGinty is one of the most prolific female composers of band music and has over 225 pieces published for band, orchestra, and flute.

B♭ Clarinet Book 2, page 19

93. Sight Reading Challenge: Procession of the Nobles

Nicolai Rimsky-Korsakov (1844–1908)
Russian Composer

B♭ Trumpet Book 2, page 25

107. Sight Reading Challenge: Suliram — Duet

Indonesian Folk Song

Anne McGinty (b. 1945)
American Composer

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Tradition of Excellence Quiz 3  
Student Pages 14–17

Name_______________________________________Score___________

1) Composer Anne McGinty is from .
   a. Ireland   b. Germany
   c. England   d. The United States of America

2) True or False (Circle the correct answer): Spirituals are a new musical form created in the early part of
   the 20th century.

3) Define pick-up or anacrusis in your own words.

4) Define improvisation in your own words.

5) Define theme and variation in your own words.

6) Complete the following sentence by selecting the correct answer. A half step is the
   interval used in Western music; on a keyboard, it is the distance from one key to the very next key—white or
   black.
   a. highest   b. lowest
   c. smallest   d. largest

7) Circle the two-measure rhythm performed by your teacher.
   a. b. c. d.

«add engravings from student book page 45: #23, 25, 28, and 33. If you would like Ryan to engrave them please
let me know.»

EXTRA CREDIT
8) Using the information provided by your teacher, give one fact about each of the two countries below.
   a. Australia
   b. Italy

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d. use standard notation to record their musical ideas and the ideas of others

B♭ Clarinet Book 2, page 17

86. Excellence in Composition

Conductor Score, Book 1, page 107
3) Write the two-measure rhythms performed by your teacher in the staves below.

a. [Staff notation]

b. \( \frac{4}{4} \) [Staff notation]

Conductor Score, Book 1, page 147
6) Write the following two-measure rhythms performed by your teacher on the staves below.

a. [Staff notation]

b. \( \frac{4}{4} \) [Staff notation]

Ear Training: Dictation
Pass out a piece of manuscript paper. Clap, sing or perform the following rhythms on an instrument of your choice. Provide the students with the time signature of the example before you begin. Perform each two-measure excerpt three times with a pause in between. Have the students correctly notate the two-measure rhythm on the staff paper.

Ear Training: Dictation with Synchopation
Pass out a piece of manuscript paper. Clap, sing or perform the following rhythms on an instrument of your choice. Provide the students with the time signature of the example before you begin. Perform each two-measure excerpt three times with a pause in between. Have the students correctly notate the two-measure rhythm on the staff paper.
Achievement Standards

a. Identify simple music forms when presented aurally. Describe specific music events in a given aural example, using appropriate terminology.

See, the Conquering Hero Comes
from “Judas Maccabaeus”

Judas Maccabaeus, composed in 1746, is one of Handel’s most famous oratorios. This piece majestically commemorates the title character’s victorious return from battle.

George Frideric Handel (1685–1759)
English Composer
arr. Ryan Nowlin

**Theory & Composition**

- **ternary form** – music with three sections: Section A, followed by a contrasting Section B, then Section A again.
- **trio** – third theme in a march, typically a contrasting section.

**Concert Etiquette**

Dress nicely for every performance. If no specific guidelines are given by your director, be sure to ask what is appropriate. When you look your best, the audience will more fully appreciate your playing or singing.
a. describe specific music events . . . continued from page 24

Interactive Practice Studio: Flute Book 1

72. Theme from “The Nutcracker”

Interactive Practice Studio: Eb Alto Saxophone Book 1

127. Theme from “The Sleeping Beauty”

Interactive Practice Studio: Clarinet Book 2

75. Overture to “The Barber of Seville”

Interactive Practice Studio: Bb Trumpet Book 2

143. Triumphal March from “Aïda”
a. identify simple music forms . . . continued from page 25

Eb Alto Saxophone Book 1, page 35
7. Content Standard: Evaluating music and music performances

**Achievement Standards**

a. develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing

b. evaluate the quality and effectiveness of their own and others’ performances, compositions, and arrangements by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

Conductor Score Book 1 reflection form for page 19 *The Good Life*

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
</table>

**Reflection: The Good Life — Solo**

Check the most appropriate response for each section.

**Tone today was:**
- [ ] better than usual
- [ ] about the same as usual
- [ ] not as good as usual

**The notes and rhythms (including rests) played today were:**
- [ ] always accurate
- [ ] accurate most of the time
- [ ] not very accurate

**The tempo (speed of the music) today was:**
- [ ] steady
- [ ] steady most of the time
- [ ] not steady

**The slurs played today were:**
- [ ] always accurate
- [ ] accurate most of the time
- [ ] not very accurate

**An appropriate overall score for my performance today would be:**
- [10] highest
- [9] 8
- [7] 6
- [6] 5
- [5] 4
- [4] 3
- [3] 2
- [2] 1
- [1] lowest

Complete the following sentences.

*When I listened to my Interactive Practice Studio recording I was pleased by*

The next time I play this song, I need to remember to

I was surprised that

I am proud because

Comments:

*Save or Print* this reflection for future review or sharing.
8. Content Standard: Understanding relationships between music, the other arts, and disciplines outside the arts

**Interactive Practice Studio**

Flute Book 1, page 31

**131. Classical Dance**

*Use the alternate or thumb B♭ for this entire exercise.*

![Musical notation](image)

**Wolfgang Amadeus Mozart**

**Austrian Composer**

(1756–1791)

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**Language Lesson**

German is the official language in Austria. A popular children’s song in German-speaking lands is *Mein Hut, der hat drei Eckenn (“My Hat Has Three Corners”).* The melody for the song is *Carnival of Venice* on page 17 of *Tradition of Excellence, Book 1.* Learn the words to the song in German and English and practice singing to the melody.

**Mein Hut, der hat drei Eckenn (“My Hat Has Three Corners”)**

*Mein Hut, der hat drei Eckenn,*

*My hat has three corners,*

*Drei Eckenn hat mein Hut,*

*Three corners has my hat,*

*Und hät’t er nicht drei Eckenn,*

*Had it not three corners,*

*So wär es nicht mein Hut,*

*It wouldn’t be my hat.*

---

**Quick Facts**

- **Capital:** Vienna
- **Location:** Central Europe
- **Climate:** Temperate
- **Area:** 32,000 sq. mi.
- **Population:** 8 million
- **Language:** German
- **Currency:** Euro
- **Government:** Federal Parliamentary Republic

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**Apply Your Knowledge!**

Write your answers on the back or on a separate sheet of paper.

1) What does “Austria” mean?
2) Name three composers who were born or lived in Austria.
3) What is a waltz and why did it become popular?
4) Imagine you had the opportunity to travel to Austria. What would you like to see and do?

Play music by Austrian composer Wolfgang Amadeus Mozart on page 31 of *Tradition of Excellence, Book 1.*

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**Quick Facts**

- **Currency:** Euro
- **Population:** 8 million
- **Government:** Federal Parliamentary Republic

---

**Austrian/uni00A0Composer**

____________________       __________________      __________________

□ □ □ A□da□te□□□ Allegro□□□Moderato□

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**Austria**

A sprawling, mountainous country, Austria has long been a major power in central Europe. The name “Austria,” meaning “eastern realm,” was first coined in 996 CE to refer to German-speaking territories. By the 14th century, the Austrian Habsburg dynasty began to accumulate lands throughout Europe, and eventually controlled Spain, Portugal, Hungary, Bohemia, Croatia, the Netherlands, and parts of Italy. This powerful nation included many different ethnic and linguistic groups, and by the late 19th century these groups began to desire independent nationhood. In 1914, a Serbian nationalist sparked World War I by assassinating the archduke of the Austrian empire. After the war was over, the empire was dismantled to create the Republic of Austria known today.

**Art and Music**

Vienna, the capital of Austria, has been a center of music and art since the rise of the Habsburgs, who were great patrons. Many famous classical composers of the 18th and 19th centuries were born or lived there, including Mozart, Beethoven, and Haydn. Vienna became an established location of great symphonies, ballet companies, and operas. Austrian folk music filtered into classical music, particularly in the form of the waltz, a ballroom dance in 3/4 time. Originating in rural villages in Austria in the 18th century, the dance was originally considered to be indecent. By the 19th century, composer Johann Strauss II, known as “The Waltz King,” popularized the waltz throughout Europe. His waltzes increased the speed and lightness of the music, so that dancers were twirling at lightning speed around the dance floor.

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**Trivia**

- The Alps mountain range makes up more than half of the total area of the nation of Austria, so skiing and mountainconing are popular sports in Austria.
- The cuisine of Austria reflects its diverse ethnic heritage. A popular dish to order in Vienna is Hungarian goulash, a stew made of beef, onions, vegetables, and spices.
- Actor and governor of California, Arnold Schwarzenegger, comes from Austria, as does chef and restaurateur Wolfgang Puck.

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**Worksheet written by Laurel Plapp, PhD, author and editor. © 2010 Kjos Music Press. This page authorized for duplication.
B♭ Clarinet Book 2, page 29

131. Skill Builder: Habanera from “Carmen”

Moderato

Use the alternate fingering on notes with *.

Georges Bizet (1838–1875)
French Composer

Interactive Practice Studio

**France**

**People and Culture**

France is located on the western coast of Europe, with the Atlantic Ocean to the west and the Mediterranean Sea to the south. France is known for its rolling river valleys, the majestic Alps mountain range to the southeast, and its glamorous sandy beaches on the south coast. The French boast a history of rich and powerful kings who built lavish palaces, like Versailles outside Paris, but this reign of monarchs ended with the bloody beheading of King Louis XVI after the French Revolution in 1789. However, the elegant French taste for refinement and beauty – in their art, music, fashion, and cuisine – continues to influence Western culture today.

**Art and Music**

The French tradition of the chanson [shan-SOHN], or song, dates back to the Middle Ages. These lyrical songs were long poems performed by traveling minstrels, telling stories of legendary heroes or unrequited love. The passion for the solo song or three- or four-part harmony continues today in contemporary French folk music. French classical music began to blossom in 17th century, when composers began writing light, comedic operas to entertain the wealthy nobility of France. Jacques Offenbach, in the 19th century, continued this French tradition of vocal music in his operettas, in which he wrote sharp political and social satires (see page 23 of *Tradition of Excellence, Book 1*).

**Language Lesson**
French is the official language of France. Socializing in sidewalk cafés is very popular among young people in France. Practice these common phrases.

- **Bonjour!** (bohn-ZHOOR!) Hello!
- **Comment ça va?** (KOH-mohn sah vah?) How are you?
- **Je voudrais du café et un croissant.** (zhuh voo-dree duh kah-fay eh uhn kroah-SAN) I would like coffee and a croissant.
- **Merci!** (mehr-SEE) Thank you!

**Quick Facts**

**Capitol:** Paris
**Location:** Western Europe
**Area:** 211,000 sq. mi.
**Climate:** Mediterranean
**Population:** 65 million
**Language:** French
**Currency:** Euro
**Government:** Republic

**Apply Your Knowledge!**
Write your answers on the back or on a separate sheet of paper.

1) When was the French Revolution?
2) What is a chanson?
3) Describe the kind of operas written by French composers.
4) If you visited France, what would you like to see and do?

Play music from France on pages 22 and 23 of *Tradition of Excellence, Book 1*.

**Trivia**

- The children’s song “75, Fais Dodo,” meaning “go to sleep,” is a popular lullaby sung by parents to their children. Play this melody on page 22 of *Tradition of Excellence, Book 1*.
- The Tour de France, a yearly bicycle race across France, was first held in 1903. American cyclist Lance Armstrong has won the race a record seven times.
- The French love cheese; there are over 1,000 different kinds of cheese available in France.

**Worksheet written by Laurel Plapp, Ph.D., author and editor. © 2010 Kjos Music Press. This page authorized for duplication.**
114. Water Come a Me Eye — Duet

Moderato

div.

1.

2.

Jamaican music was heavily influenced by the music of other Caribbean countries, such as the Calypso music of Trinidad and Tobago.

Jamaican Folk Song

Interactive Practice Studio

People and Culture

This tropical, sandy isle in the Caribbean Sea has given birth to some of the most influential music and dance styles in the world. Originally peopled by Arawak Indians, Jamaica was discovered by Christopher Columbus in 1494, who claimed it for Spain. In 1655, the English seized the island from Spain and began a 200-year rule. During this time, Jamaica became one of the world’s leading sugar exporters and was dependent on slave labor from Africa to do this. Today, the majority of Jamaicans have African ancestry, although there are small numbers of immigrants from Europe, the United States, and Asia. Jamaica is now an independent nation that is part of the British Commonwealth.

Art and Music

The Jamaican folk song Banana Boat Song on page 21 of Tradition of Excellence, Book 1, is an example of mento, a style of folk music specific to Jamaica. Unlike other islands of the Caribbean, which had Spanish influences, Jamaica was under English rule and developed its own unique musical styles in combination with African influences. Mento is an informal, rural style of music performed with acoustic instruments, including the banjo, acoustic guitar, hand drum, and the rhumba box, a kind of xylophone that you can sit on while playing. The lyrics of the songs comment on poverty and the trials of everyday life. Banana Boat Song, particularly, is sung from the point of view of dock workers loading bananas onto boats during the night shift.

Feature

The syncopated melody of mento is the precursor to popular forms of music today, such as ska and reggae, which are also native to Jamaica. Ska is a type of music from the 1950s that combined Jamaican mento with US American blues and jazz. The music is distinctive because the accents are on the upbeats, creating lively, rhythmic music to dance to. Reggae developed out of ska in the 1960s and has a very distinctive sound. Reggae also features accents on the upbeat, but the music is much slower paced and, most important, the bass drum is dropped on the first beat, creating a delayed, off-beat effect. The most prominent reggae musician from Jamaica was Bob Marley (1945–1981). Ska and reggae went on to influence US American punk and rap music.

Quick Facts

Capital: Kingston
Location: Caribbean Sea
Area: 4,000 sq. mi.
Climate: Tropical
Population: 2.8 million
Language: English
Currency: Jamaican dollar
Government: Parliamentary Democracy and Constitutional Monarchy

Apply Your Knowledge!

Write your answers on the back or on a separate sheet of paper:

1) What does the name "Jamaica" mean?
2) What style of folk song is Banana Boat Song?
3) Describe two unique characteristics of reggae music.
4) Name three facts you learned about Jamaica after reading this page.

Worksheet written by Laurel Plapp, PhD, author and editor. © 2010 Kjos Music Press. This page authorized for duplication.
9. Content Standard: Understanding music in relation to history and culture

Achievement Standards

Identify by genre or style aural examples of music from various historical periods and cultures.

Conductor Score Book 1, page 374

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**See, the Conquering Hero Comes**

*from “Judas Maccabaeus”*  
George Frideric Handel (1685–1759)  
English Composer  
arr. Ryan Nowlin

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**Introduction**  
**Maestoso (J = 112)**

<table>
<thead>
<tr>
<th>Flute</th>
<th>Oboe</th>
<th>B♭ Clarinet</th>
<th>B♭ Bass Clarinet</th>
<th>Bassoon</th>
<th>E♭ Alto Saxophone</th>
<th>B♭ Tenor Saxophone</th>
<th>E♭ Baritone Saxophone</th>
</tr>
</thead>
</table>

**Maestoso (J = 112)**

<table>
<thead>
<tr>
<th>B♭ Trumpet</th>
<th>F Horn</th>
<th>Trombone</th>
<th>Baritone</th>
<th>Tuba</th>
<th>Timpani (Optional)</th>
</tr>
</thead>
</table>

**Maestoso (J = 112)**

<table>
<thead>
<tr>
<th>Bells</th>
<th>Crash Cymbals, Suspended Cymbal, Triangle</th>
<th>S.D.</th>
<th>B.D.</th>
<th>Piano Reduction</th>
</tr>
</thead>
</table>

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Section A