

Recruitment and Repertoire for the Beginning Elementary School Band



Chris Gleason

Recruitment Principles



- Get kids excited about instrumental music!
- Create an opportunity for all kids to try mouthpieces and to hear instruments.
- Communicate well (and often) so parents/guardians know the process.
- Instrumentation Challenge
- Best Advertising is Word of Mouth!

Getting Kids Excited About Instrumental Music!

- Visit Classrooms to describe instruments and to give information.
 - DVD to classrooms and booklet.
 - Music Department Tour



Create an opportunity for all kids to try mouthpieces and to hear instruments.

- Mouthpiece Fittings
- Percussion Workshops
- Percussion Auditions
- Instrument Selection Night



Communicating With Parents/ Guardians

- Booklet
- DVD at Orientation
- Website
- Email

Search

Sun Prairie Band Boosters HOME SPHS CHUMS PMMS PVMS JAZZ SOSB BAND BOOSTERS BPBF JOIN BAND!

Upcoming Registration Dates:

- **May 6, 2014:** Percussion Workshop at PVMS
- **May 8, 2014:** Percussion Workshop at PMMS
- **May 9, 2014:** Percussion Auditions
- **May 14, 2014:** Instrument Fittings at PMMS
- **May 15, 2014:** Instrument Fittings at PMMS

Downloads

- [Join 6th Grade Band Booklet](#)
- [Mouthpiece Fitting Sheet](#)

[Summer School Registration Link](#)

Contact a Band

Begin the Journey...JOIN BAND!

The Sun Prairie Band Program is recognized throughout Wisconsin as one of the best band programs in the state. Our ensembles have performed at numerous state, regional, and national music conferences. Our high school jazz program has been selected to perform in the Essentially Ellington Competition in New York seven times. Our bands routinely commission composers and have guest artists work with our students. The *Sound of Sun Prairie* marching band has won Grand Championships numerous times in recent years. Simply stated...there is a place for everyone in this program. As one parent stated, "600 band students and families can't be wrong!"

Study after study indicates the wide range of benefits that students gain from participating in a school band program. There is now powerful evidence of a cause and effect link between music instruction and intelligence. Here in Sun Prairie we strive to teach beyond the notes, cultivating an exceptional musical experience for all students. We are excited to have you on board!

For Incoming 6th Graders

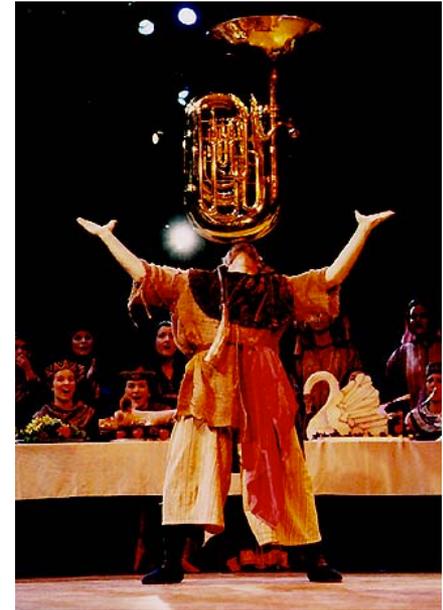


Band in Sun Prairie begins in the 6th grade at either Prairie View Middle School or Patrick Marsh Middle School. Band teachers will travel to all of the SPASD elementary schools in May to provide all 5th graders with a mouthpiece sampling experience during their general music class. Interested students will then have the opportunity to sign up for a 10-minute appointment to select an instrument and to sign up for "Band Starts Now!," our free summer start-up program.

Students who are interested in learning percussion instruments will have the opportunity to audition for a spot as a percussionist in their

Instrumentation Challenge

- Balance in instrumentation is important, but also difficult to achieve.
- Share with someone next to you strategies you have used to help meet this challenge.



Best Advertising

- Your Kids!



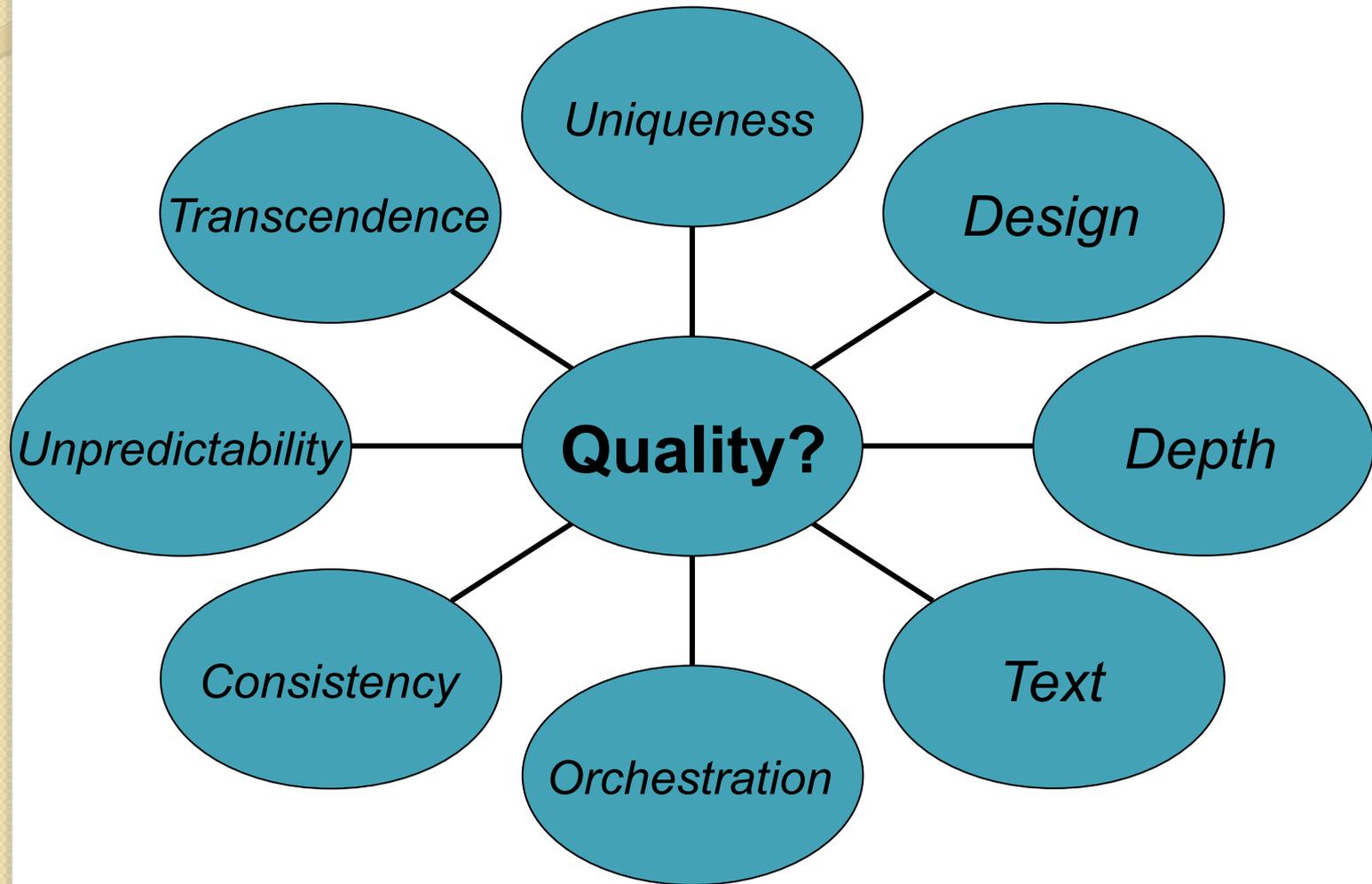
End of the Year Video





Music Selection

What are some characteristics of quality music?



Oh, but we mustn't forget.



Practical Needs



Programming

Length

Difficulty

Rehearsal Time

Personnel

Solos

Maturity

****BUT – consideration of this list does not guarantee a quality piece of music!**

So why do we feed our kids musical “junk food” or just food of “lesser” quality?

1. The kids love it and I’m afraid they will quit.
2. Parents love it and tell me they love it.
3. It is music...kids can still learn from it. I can find skill concepts to teach them.
4. Not enough time to really do score study.



Ask yourself “Why am I doing this music?”



With Great Power (Autonomy)

Comes...

Great Responsibility

- What you choose IS the curriculum. You are nurturing student's souls and minds. Consider subjects not as fortunate!
- What would your program/classroom look like if you didn't have concerts?
- What would your music selection look like if you were the only arts contact that child ever had?
- You are nurturing your students' souls and minds.
- "Every time a choice is made a belief is applied"



Discuss with someone next to you how you find new literature?

- ✓ Literature Lists
 - ✓ State Lists
 - ✓ Teaching/Resource Guides
- ✓ Live Performances
- ✓ Recordings
 - ✓ Publisher Discs and Websites
 - ✓ Professional
 - ✓ YouTube
- ✓ Word of Mouth
- ✓ Commissioned Works
- ✓ Favorite Composer/Arranger



You are being TARGETED!

- Publishers want your dollars. They WILL sell you anything!



“The current owners removed a number of walls and used soft, neutral tones to create a very spacious, open concept.”



Have you seen these phrases before?

Great Opener!

Great Closer!

Appropriate for Anytime!

Wonderful Tribute Piece!

Inspiring!

***Promotes Global
Harmony!***

Perfect for festival!

Appropriate Text!

SOUNDS AUTHENTIC!

Authentically exciting!!

Profoundly moving!





“This one is a real barn burner! This original contemporary and high powered overture will introduce your group in grand style. You can be sure it will draw both attention and acclaim from your audience”

If the audience hasn't had their coffee before the performance, they won't need it after they've heard this aurally caffeinated fanfare! Flurries of sound in the winds, intense rhythms in the whole ensemble and ever changing meters make this rip-roaring piece a challenge that is not for the faint of heart.



Check out this fabulous show-stopper, because it's a "must-play" for your orchestra! Incorporating 22 different melodies from the works of Tchaikovsky, this is an incredibly clever and sometimes humorous medley that even includes the *1812 Overture* accompanied by the popping of paper bags!



Selecting music is fundamentally about a philosophy of music education:

ENTERTAINMENT...

- “Goes down easy.”
- Stays in the comfort zone.
- Amuses us.
- Makes a simple point.
- Is more one-dimensional
- Is obvious.
- Satisfies the “sweet tooth”.
- Puts value on external.
- Created to sell.

ART...

- Expects you to “chew”.
- Provokes and challenges.
- Changes us.
- Operates on multiple layers.
- Is open to a variety of interpretations.
- Is nuanced and subtle.
- Nourishes.
- Puts value on inner depth.
- Created for meaning.

Hal Leonard

- The Flex-Band series is the ultimate in flexible instrumentation for grades 2-3. Features include:
 - Perfect for incomplete or unbalanced instrumentation
 - Scored with just five parts
 - Playable with combinations of woodwinds, brass or strings
 - Includes traditional percussion parts

CL Barnhouse

- The Build-A-Band Series provides educational and enjoyable music for bands with incomplete or unbalanced instrumentation. Written using just four or five parts (plus percussion), these effective arrangements will work with any combination of brass, woodwind, string and percussion instruments as long as you distribute the parts so that each of the five parts is covered.
- All of the publications in the Build-A-Band Series have been arranged to be playable with any instrumentation as long as each part is used: 1st Part, 2nd Part, 3rd Part, 4th Part, and Bass Part. (Please note: In some of these arrangements the 4th Part, and the Bass Part are the same, making it possible to play those arrangements with only 4 parts.)
- Also included are various percussion parts which are optional, but will add a great deal to the musical effect. The optional keyboard part can be performed on piano, electric keyboard or any other keyboard instrument, and will help fill out the sound of a small group. Optional guitar, mallet percussion and Timpani parts are also included where appropriate.

CL Barnhouse

High Eb Part 2

F Horn Part 2

F Horn Part 3

Viola Part 3

Low Bb Part 3

Low Eb Part 3

Bass Clef Part 3

Low Bb Part 4

Low Eb Part 4

Bass Clef Part 4

Bass

Truba

Mallet Percussion

Bells Preferred

mp *mf*

The image displays a musical score for the piece "CL Barnhouse". It consists of 13 staves, each representing a different instrument or part. The staves are labeled on the left as follows: High Eb Part 2, F Horn Part 2, F Horn Part 3, Viola Part 3, Low Bb Part 3, Low Eb Part 3, Bass Clef Part 3, Low Bb Part 4, Low Eb Part 4, Bass Clef Part 4, Bass, Truba, and Mallet Percussion. The score is written in a 3/4 time signature. The first two staves (High Eb Part 2 and F Horn Part 2) show musical notation with dynamics markings of *mp* (mezzo-piano) and *mf* (mezzo-forte). The Mallet Percussion staff includes the instruction "Bells Preferred" above the staff. The rest of the staves contain rests, indicating that these parts are silent during this section of the music.

GRADE 2

Duration: 2:40

Flexible Band Series

FB144

Eighth Note Publications

<http://www.enpmusic.com/catalog.php?Prefix=FB>

SIYAHAMBA

South African Folk Song

Flexible Band Series

- great for incomplete or unbalanced instrumentation
- useful at music camps or for a contest when instrumentation is not standard
- includes parts for all woodwinds, brass, strings and percussion
- can be played by a minimum of five wind/string players
- percussion parts are not required but add a lot to the overall ensemble sound

INSTRUMENTATION

PART 1 - Flute, Oboe, Violin, Clarinet, Trumpet, Alto Saxophone

PART 2 - Oboe, Violin, Clarinet, Trumpet, Alto Saxophone

PART 3 - Clarinet, Trumpet, Alto Saxophone, F Horn, Tenor Saxophone, Viola

PART 4 - Tenor Saxophone, Baritone TC, Trombone, Baritone, Cello

PART 5 - Bass Clarinet, Baritone TC, Baritone Saxophone, Tuba, String Bass

Timpani
Cubasa
Claves, Suspended Cymbal
Congas

EIGHTH NOTE
PUBLICATIONS

www.enpmusic.com

Carl Fischer

[http://www.carlfischer.com/
Fischer/band/band_flexible.html](http://www.carlfischer.com/Fischer/band/band_flexible.html)

FULL SCORE

Flexible Band

Grade 2.5

CARL FISCHER
PERFORMANCE
SERIES

Amazing Grace

Traditional

Arranged by

Sean O'Loughlin

XPS8

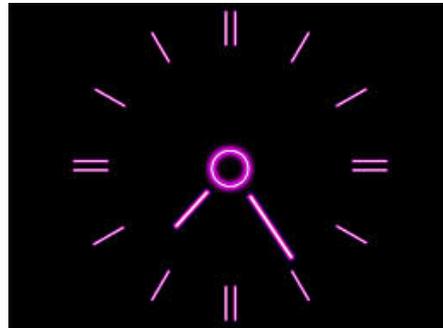
INSTRUMENTATION

Full Score	1
Part 1	
Flute	8
Clarinet in B \flat / Trumpet in B \flat	4
Oboe / Violin	2
Part 2	
Clarinet in B \flat / Trumpet in B \flat	4
Alto Saxophone in E \flat	2
Oboe / Violin	3
Part 3	
Clarinet in B \flat	3
Tenor Saxophone in B \flat	1
Alto Saxophone in E \flat	2
Horn in F	2
Violin	2
Viola	2
Part 4	
Tenor Saxophone in B \flat / Euphonium T.C. in B \flat	3
Horn in F	2
Trombone / Euphonium / Bassoon / Cello	4
Part 5	
Bass Clarinet in B \flat / Euphonium T.C. in B \flat	2
Trombone / Euphonium / Bassoon / Cello	4
Baritone Saxophone in E \flat	2
Tuba	3
String Bass	1
Mallet Percussion	1
Bells	
Timpani	1
Percussion 1	2
Snare Drum, Bass Drum	
Percussion 2	4
Triangles, Suspended Cymbal, Crash Cymbals, Tam-tam	
Keyboard (optional)	1

CARL FISCHER®

Final Questions To Ask Yourself....

1. Does the music have the traits of an enduring masterwork (i.e. a genuine expressiveness, enough complexity to make the listener think, a structure which includes planned uncertainties, and the “expressive alternating between struggle and fulfillment, intensity and release, rise and fall, movement and repose...” (Charles Leonard – Foundation and Principles of Music Education).
2. Is this music good enough to dedicate your most precious resource of time?



Wisconsin CMP Website

<http://www.wmea.com/CMP>



Comprehensive Musicianship through Performance

*Teaching with Intention...
Performing with Understanding*

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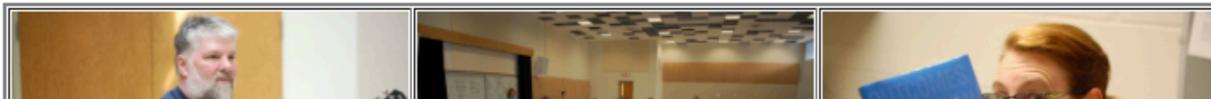
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Equipping teachers with a process for planning instruction that enables music students to have a deeper understanding and more meaningful experiences.



My Favorite Beginning Band Pieces

Prehistoric Suite - Jennings

Castles and Dragons - Stalter

Whirlwind - Blackshaw

As Winds Dance - Hazo

Clouds - McGinty

Midnight Mission - Balmages

Shepherd's Hey - arr. Stefano

Miramar Fanfare - Balmages

Starlight - O'Reilly

Mary Ann - Williams

Ayre and Dance - Pearson

Declaration and Dance - Clark

Dragon Slayer - Grice

Midnight Sky - Balmages

Midnight Madness - Balmages

Anasazi - Edmondson

Rise to Power - Grice

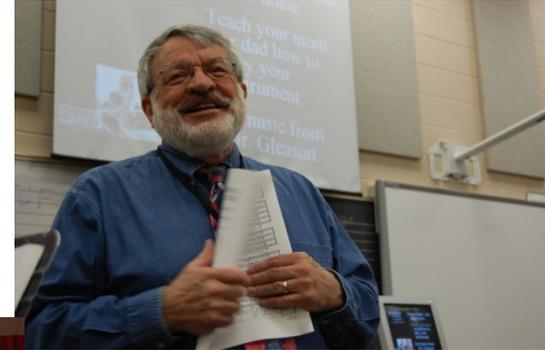
All Ye Young Sailors - La Plante

Barn Dance Saturday Night - La Plante

6th Grade Staff Beginning



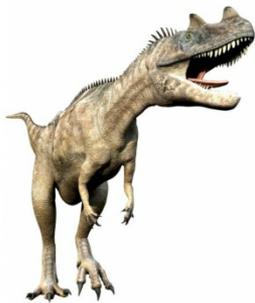
Artists.



Play main themes before performing song.

Daniel Bukvich

The musical score consists of four staves. The first staff begins with a red triangle pointing to a tempo marking of quarter note = 100. Below this, a box contains the instruction "TENSE-AND-LOOSE (READ YOUR LINE)". A box labeled "TENSE" with a circled 1 is positioned above the first measure. A box labeled "RELAXING-TENSE-TIME" with a circled 2 is positioned above the eighth measure. The first staff ends with a dynamic marking of *mf*. The second staff has a box labeled "TENSE" with a circled 3 above the third measure and a box labeled "ALL OTHERS SILENT" with a circled 4 above the eighth measure. The second staff ends with a dynamic marking of *mf*. The third staff has a circled 5 above the first measure and a circled 6 above the eighth measure. The fourth staff has a circled 7 above the first measure and a circled 8 above the eighth measure. The score includes various musical notations such as notes, rests, and slurs.



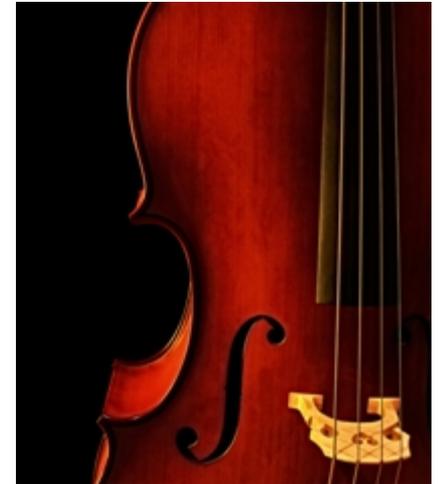
Advocacy



Demonstrations (xylophone pentatonic)



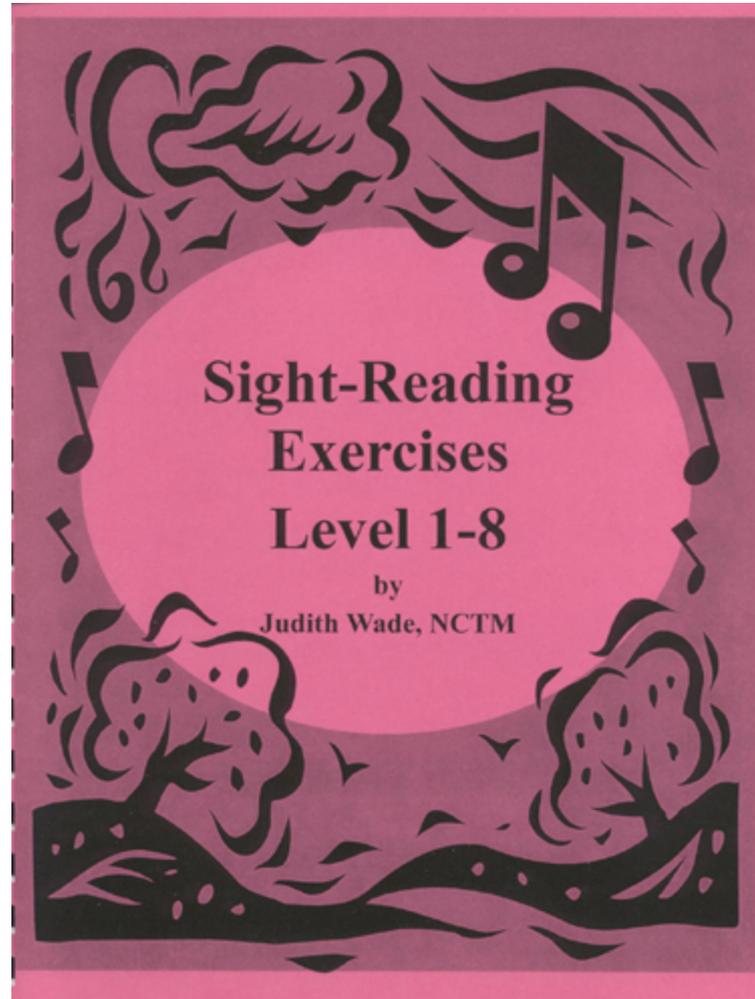
display how the orchestra grew and changed over the years. Have a cello narrate the event.



Read composer emails or record conversation with composer.



Sight-read on stage – hear it at next concert.





ComMission Possible 1- “Blue and Green Music” by Sam Hazo



PROGRAM NOTES

Patrick Marsh 8th Grade Band
Chris Gleason, Conductor
Samuel R. Hazo, Guest Conductor

FLIGHT OF THE THUNDERBIRD Richard Saucedo

Flight of the Thunderbird was commissioned in 2004 by the Mahwah High School Band in Mahwah, New Jersey under the direction of Jeffrey Blitzer. The students in the group decided to name the piece after their school mascot, the thunderbird. The music features the percussion section, trumpet section and also saxophone section.

Published by Hal Leonard - 2004
Performance Time: 3:18
Grade 2

TIPPERARY MARCH John Edmondson

Jack Judge was a multi-talented entertainer, and composer of popular songs. He was born in 1872, and died in 1938. He achieved his main fame for being the composer of the world famous song "It's a Long Way to Tipperary", which he wrote in 1912. After an evening's performance, someone challenged Judge with a bet that he could not write a new song that day and then perform it on stage during that evening's performance. The bet was for five shillings. Jack Judge took up the challenge. Little did he realize the popularity of the song he was about to write in less than one day.

The song was adopted by the 7th Battalion of the Connaught Rangers Regiment of the British Army. The Rangers were mostly Irishmen, and the regiment had connections with Tipperary Town. So about the 7th Battalion taught the song to their comrades who were transported from Ireland to England in 1914 to muster before the Connaught Rangers went to France at the start of "The Great War" in August 1914. From the battlefields of France & Belgium, the fame of the song spread far and wide, and it is still known and sung today. It is the main thing for which the town of Tipperary is known worldwide.

POP, Quotemood
Performance Time: 2:28
Grade 2

ABRACADABRA Frank Tichell

Abacadabra was composed in the summer of 2004, and was orchestrated the following November during a residency at the MacDonell Colony. The piece is dedicated to my son, and is at once playful and serious, innocent and mischievous. A sense of mystery pervades as the dark key of G minor is balanced by sudden shifts to bright and sunny major keys. Throughout the composition I was thinking about magic, not in an evil or frightening sense, but as a source of fun and fantasy. My wonderfully playful, sometimes mischievous young son was always in the back of my mind, as were images of fairies with their costumes and jack-o-lanterns. As the piece nears its conclusion, the music rushes toward what seems to be an explosive finish. But the woodwinds interrupt, leaving out to a questioning whole-tone cluster. They are answered by a puff of sound, a final disappearing act. (Program notes by Frank Tichell)

Published by Manhattan Beach Music - 2004
Performance Time: 5:11
Grade 3

FIGARO IN STEREO Adapted from Rossini by Paul Yoder

Featuring:
Dr. Jerry Young, Professor of Tubas & Euphonium UW-Eau Claire
John Stevens, Professor of Tubas & Euphonium UW-Madison

Large at lecture (Make way for the lecturer!) is an aria from The Barber of Seville by Gioacchino Rossini, sung at the first entrance of the title character, the ingenuito Figaro's before the final pattern section as an icon in popular culture of operatic singing. The term "lecturer" refers to a general servant and comes from the Latin where it literally means "to everything".

Due to the constant string of triplets in 6/8 meter at a presto tempo the piece is often noted as one of the most difficult baritone arias to perform. This, along with the tongue-twisting nature of some of the lines, resulting in false enunciation (always ending in "assini"), have made it a piece of resistance in which a skilled baritone (or tuba duo) has the chance to highlight all of his qualities. Professors Young and Stevens will have to use their own fame and personality to this advantage!

Published by Lakeside Book
Performance Time: 3:30
Grade 5.5

BLUE AND GREEN MUSIC Samuel R. Hazo

World Premier
Samuel R. Hazo, Conductor

Blue and Green Music is based on artist Georgia O'Keeffe's 1921 painting of the same name. The idea for this composition came from one of Conductor Chris Gleason's students, while playing a Comprehensive Musicship Project. O'Keeffe is a celebrated native of Sun Prairie, Wisconsin, the same town in which you'll find the Patrick Marsh Band that commissioned me to write for them. I was inspired by the idea of having a piece on Georgia O'Keeffe so I began to research her life and works. That's when I found BLUE AND GREEN MUSIC. As O'Keeffe explained, it is painted upon "the idea that music could be translated into something for the eye." My job would be to translate it back into something for the ear.

The entire piece is based on one theme that is varied into numerous alternate treatments. Although I tried to make certain parts of the music tie to specific aspects in the painting, I do not want the "observers/listener" to be influenced by my decisions. In fact, the more I go over the composition, the more I can see many different match ups of musical and visual features.

Strongly, I always felt a special connection to the idea of music based on her work, even before I knew the details of O'Keeffe's life and work. Perhaps that is only augmented by a fact I discovered early into my research. Georgia O'Keeffe and I share the same birthday.

The original Georgia O'Keeffe painting BLUE AND GREEN MUSIC is currently on display at the Art Institute of Chicago, where it has been since she gave it to them in 1969.

(Program notes by Sam Hazo)

Unpublished
Performance Time: 5:15
Grade 3

...NOT AFRAID TO DREAM Brian Balmages

...Not Afraid to Dream is written in memory of Kevin Langille, a high school senior who tragically passed away. At the request of his school, it is designed to serve two purposes, to help bring closure to everyone at the school, and to celebrate his life, both the serious and "not-so-serious" moments. The title comes from the eulogy delivered by his band director, Christopher J. Jarvis: "His focus on the positive and the possible left no room in his life for negative attitudes and excuses... He wasn't afraid to dream and share those dreams..."

The work opens with the sounds of various chimes, almost mimicking the sounds of church bells. This somber beginning is reflective in nature and is a musical "moment of silence." As the melodies and harmonies grow out of this silence, it is almost as though a ray of sunlight beams through the sound of the bells to counter the earlier passages. A solo trumpet leads at the opening of *Let High the Cross*, one of the hymns that was sung at Kevin's wake.

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Eventually, the tone of the piece turns to a much lighter note, picking up in both mood and tempo. A light-hearted melody intertwines with changing meters as it begins to reflect Kevin's sense of humor and enthusiasm. The piece then falls into a groove beginning with low brass (Kevin's instrument was tuba) and eventually spreading throughout the entire ensemble, much like his personality tended to do.

As the piece drives forward, a full refrain of *Let High the Cross* appears, undergoing several changes in harmony as it connects with the main rhythmic motif for the spotlight. Eventually, the undeniable spirit of the opening theme of this section comes back in trumpet as the piece builds to one final climax. A final tuba duet reminds everyone that Kevin is still in the band, then the ensemble joins in for a whirlwind of harmonies that eventually finds its way home. (Program notes by Brian Balmages)

Published by FJH - 2006
Performance Time: 6:00
Grade 3

Video Introductions



Introduction

Bloopers

ComMission Possible 1 – Concept

7th Grade Band Extra Credit Opportunity for 3rd Quarter

Very soon, composer Sam ~~Hazz~~ will begin composing a brand new piece of music for our band! We have told him that we want the piece to be programmatic (to tell a story). Your task is to research a real historical event that you believe would make a great "musical story". The paper will be worth 100 points. It is due no later than Wednesday, March 11th. Your typed paper needs to contain the following sections:

SECTION 1 -Write at least one paragraph describing the historical event (use dates and facts to inform the reader about the event so it paints a clear picture)

SECTION 2 -Describe in your own words WHY this would be a great event/story to portray with music. Support your beliefs with examples.

SECTION 3 -Describe any special sounds/instruments/compositional ideas you would use if you were the composer to create your music story for the audience. Be specific and use examples showing how certain instruments/effects would work well to portray certain events in the story.

You will be graded on the following items:

A = All three sections are done thoroughly. It is obvious that the student has researched this historical event and has a great deal of knowledge about it. The student used examples to support his/her opinions in sections 2 and 3. The overall quality is excellent.

B = All three sections are done. However, a bit more research could have been done to make the picture clearer. A few more examples could have been used to support his/her beliefs, but overall the idea is there. The overall quality is very good.

C = All three sections are done. However, more work is needed in one or more of the sections. Either more research is still needed, or the answers need to be fully completed using examples. The overall quality is good.

D/F = It is not complete. Keep working at it!

Who knows... I might just use YOUR idea for this new piece of music!!



Composer, Sam ~~Hazz~~

Georgia O' Keefe' s Eyesight

By: Sierra DuCharme-Hansen

Georgia O' Keefe was an amazing artist with tons of talent. She actually lived in our very town of Sun Prairie, WI. Unfortunately in 1971 and 1972 her eyesight fell to a point where she could no longer paint. She was devastated. O' Keefe soon started to do 3-dimensional art. (Clay artwork) She found a new way to live her dream. She was back on track to where she wanted to be. Then, after years of creating her art, she died at the age of 98. But still to this day, she is remembered.

I believe that this would be a great event to do a piece of music on because Georgia O' Keefe is from our own town and is still very important to all of us. This story shows O' Keefe' s determination to live out a dream even when it had been ripped away. She showed that we can all achieve our goals even if we have to change the path we take. She found another way to do the thing she loved to do. She is a great role-model. I think because O' Keefe is a local personality, this piece could go anywhere and still always represent us, the Cardinals.

I think that this piece would start out as a nice beautiful beginning to represent her life before losing her eyesight with the trumpets and woodwind sections and then go into a very sad and dark melody with the brass to show her loss of eyesight. And then go into a bright melody with every instrument and heavy percussion to show her persistence. Then slowly turn back into sad brass section little by little losing the other sections to show her death and then go back into the melody to show her remembrance and a big bang at the end. I thought we could use paintbrushes to use as rhythm sticks.

Research

Discover O'Keeffe
 Sun Prairie Public Library
 1350 Linsler Drive
 Sun Prairie Birthplace of Georgia O'Keeffe
 For More Info Call 608-825-1164

Create A Mural/Mosaic
 With Mural/Mosaic Artists, Larry Konkle & Peter Cole

Discover the O'Keeffe Showcase created by O'Keeffe-enthusiast and Sun Prairie

June 13, 2009 11:00—2:30 PM

Sign up for more information at the O'Keeffe Information Booth. You will be notified on upcoming events such as, Token Creek Chamber Music Festival Tribute to Georgia O'Keeffe, by Pulitzer Prize Winner, John Harbison, 09/02/09.

This project is supported by the Dane County Cultural Affairs Commission with additional funds from the Overmyer Foundation and Pleasant T. Rowland Foundation and the Sun Prairie Tourism Commission. No Admission Fee.



RESEARCH O'KEEFFE

Composer Sam ~~Hazz~~ has decided to write our piece about Georgia O'Keeffe. Our job is to find out as much information about artist O'Keeffe as possible. The research that we collect will be given to Mr. ~~Hazz~~ to help him write this piece. In addition to this, the information will also help us with our final performance! Read the info below and then consider one of the ideas at the bottom of the page. (the more you do, the more extra credit you will receive!)

General Information (taken from Sun Prairie City Website)

The name Georgia O'Keeffe (November 15, 1887 – March 6, 1986) is recognized by art experts and novices around the world. Sun Prairie, Wisconsin can lay claim to a significant part of the formative years of this famous artist. The name Georgia O'Keeffe is recognized by art experts and novices around the world. Sun Prairie, Wisconsin can lay claim to a significant part of the formative years of this famous artist.



Born on November 15, 1887 to Francis and Ida O'Keeffe, Georgia was part of one of the earliest Irish immigrant families to settle in the Township of Sun Prairie. The O'Keeffes, arrived in 1848 and bought land adjacent to the Village of Sun Prairie.

In 1853, Georgia's grandparents, Pierce and Catherine moved to a house on Town Hall Road. Georgia grew up north of this farm that stretched along Town Hall Road and County Highway T. The O'Keeffe farmstead is easily located. Just take Highway 19 east of Sun Prairie until it intersects with Town Hall Drive. Turn south (right) and follow Town Hall Road until you come to a four-way intersection with County Highway T. On your left is the former town hall (now a private residence) constructed in 1868. Georgia's school was located to your right on the northwest corner of the intersection. The O'Keeffe home was located across from the school on the south side of County Highway T. Unfortunately, the family home was destroyed by fire on November 6, 1976. A historical marker has been placed at the site of the O'Keeffe home. Georgia's grandfather, Pierce, was a founder of Sacred Hearts of Jesus & Mary Catholic Church. Sacred Hearts Cemetery is the burial site for Georgia's father, her uncles and her paternal grandparents.

The city has recognized Georgia by placing a state historical marker near city hall, dedicating a street in her honor and creating an extensive exhibit at the historical museum.

Extra Credit Ideas:

1. Take a picture of the historical marker at the site of O'Keeffe birthplace.
2. Take a picture of Georgia's grandfather's tombstone at Sacred Hearts Cemetery.
3. Take a picture of the state historical marker near city hall and the street "O'Keefe" street sign by WalMart.
4. Visit the historical museum and take some picture of the O'Keefe exhibit (if they let you)
5. Create a **powerpoint** with some of O'Keeffe's artwork. (which one's might be best to show during the music?)
6. Research to see if O'Keeffe has any family still living in the area.

Other ideas?? See Mr. Gleason.

When we call Composer Sam ~~Hazz~~, what questions would YOU ask him?

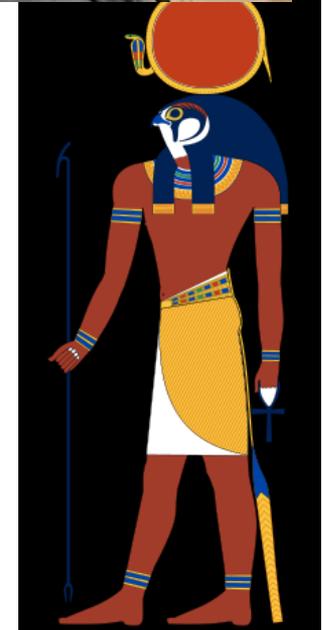
1. _____
2. _____

ComMission Possible 2

“Sun Cycles” – Brian Balmages

- ❑ Sinking of the Edmund Fitzgerald - Largest freighter on the Great Lakes sunk on Nov 10th, 1975
- ❑ Lewis and Clark Expedition - first to explore and map the American West.
- ❑ Egyptian sun god, Atem-Ra - he is the creator of all and battles nemesis Apep every day.
- ❑ Climate change - Green house effect, ice ages, glaciers melting, and fresh water/salt water mixing.
- ❑ Crash of Hindenburg blimp - May 6, 1937 it crashed at burst into flames in New Jersey.
- ❑ Shakespearean Poetry - turning Shakespeare into music somehow.
- ❑ Jungle in Brazil - portraying many different plants, animals and fish in the jungle.
- ❑ Plane landing on the Hudson River - Jan 15, 2009 plane lands on the Hudson River near New York.
- ❑ Paul Revere's Midnight Ride - April 18, 1775 Revere warned the people that the British were coming.
- ❑ Survival of the Pianist - Polish Jewish pianist who survived the holocaust and how music saved his life.
- ❑ Pearl Harbor - Dec. 7, 1941 "a date which will live in infamy" when Japan bombed the American Naval Fleet.
- ❑ Echoes - the science of sound and how it travels and bounces off of surfaces.
- ❑ First Man on the Moon - Jul y 16, 1969 Neal Armstrong took man's first steps on the moon.
- ❑ Poseidon - Greek god of the sea.
- ❑ Twelve Labors of Hercules - Greek story of how Hercules had to perform twelve impossible labors (tasks).
- ❑ Trojan Horse - Greek mythology regarding the "gifted" Trojan horse which secretly housed an army.
- ❑ Zeus - Greek king of the gods.
- ❑ Medieval Times - kings, queens, knights, peasants, kingdoms, wars, horses, etc.
- ❑ Sinking of the Titanic - April 12, 1912 the unsinkable Titanic hit an ice berg on its maiden voyage and sank.
- ❑ Barak Obama - On Nov 4, 2008 he was the first African American elected as President of the US.
- ❑ Death of Osama Bin Laden - May 2, 2011 one of the world's most wanted terrorists is killed.
- ❑ Battle of New Market - Civil War battle in which cadets were sent to battle and lost their shoes in the mud.
- ❑ Band Rehearsal to Concert - show the progress of a band piece from first rehearsal to the concert.
- ❑ Holocaust - Nazi's murdered between 11 and 17 million people during World War II.
- ❑ American Flag - was created by Betsy Ross in May of 1776.
- ❑ Normandy Invasion - June 6, 1944 was a turning point in the war which ultimately defeated Hitler.
- ❑ Fletcher - Younger brother of a band member who has an amazing personality.
- ❑ World War II - September 1, 1939 Germany invaded Poland and began WW II.
- ❑ American Civil War - 1861 the Civil War began in the US - Lincoln as President, etc.
- ❑ Libyan Civil War - Libyan leader, Muammar Gaddafi determined to push military to limits in civil war.
- ❑ Christopher Columbus - 1492 Columbus and his belief the world was round.
- ❑ Space Shuttle Columbia - April 12, 1981 the Columbia was the first space shuttle sent into orbit.
- ❑ Roman Empire - greatest empire of all times, creator of democracy, etc.
- ❑ 60's Style Diner - part of American history which could include sights and sounds of a busy diner.
- ❑ Collapse of Tacoma Narrows Bridge - Nov 7, 1940 the 3rd longest suspension bridge collapsed in a wind storm.
- ❑ Mozart - Life of one of the world's greatest composers.
- ❑ Star Spangled Banner - became our national anthem in 1931, very meaningful to our country, etc.
- ❑ Revolutionary War - April 18, 1775 American colonies were fighting for their freedom from British Empire.
- ❑ Warm Spring Day - music to portray a beautiful day outside playing with puppies, etc.
- ❑ Flag on Iwo Jima - music to portray the historic raising of the flag on Iwo Jima.
- ❑ Amazon Rainforest - covers more than half of Brazil, 9 feet of rain each year, river is 4,000 miles long.
- ❑ Roman Gladiator - focusing on gladiator battles and the history behind the different battles.
- ❑ Nascar - portraying the crowds, sounds of the cars passing and excitement of race day.
- ❑ Native American Spirits - Native Americans believed in animal spirits and ancestors to watch over them.
- ❑ Sinking of the Britannic - Nov 21, 1916 the sister ship of the Titanic sinks due to an explosion.
- ❑ Mt. Vesuvius Eruption - 79 A.D. Pompeii in Italy was frozen in time as Mt. Vesuvius erupted.
- ❑ Bethany Hamilton - Oct 31, 2003 Bethany was attacked while surfing in Hawaii. She survived after losing an arm.
- ❑ Marquette and Jolliet Expedition - 1673 two explorers traveled from Great Lakes down Mississippi River.

7th Grade Music - Mrs. Balmages



Videos To Composer & Skype



**Conversation with
Composer Balmages
on Skype
Wed, Dec 7, 2011**





commissioned by the Patrick Marsh Middle School 7th Grade Band
Sun Prairie, Wisconsin; Chris Gleason, conductor

SUN CYCLES

BRIAN BALMAGES
(ASCAP)

Sunrise (♩ = 60)

Solo

mp

p mp

Flutes 1-2

Oboe

Bassoon

Bb Clarinets

ComMission Possible 3

“Particles” – Michael Sweeney



Commissioned the Patrick Marsh Middle School Seventh Grade Band
Sun Prairie, WI – Chris Gleason, director

PARTICLES

MICHAEL SWEENEY

Rigid (♩ = 80)

Flute

Oboe

A musical score for Flute and Oboe. The score is written in 4/4 time with a key signature of two flats (B-flat and E-flat). The tempo is marked 'Rigid (♩ = 80)'. The score shows several measures of music, with dynamic markings such as 'mf' and 'f' appearing. The notation includes stems, beams, and various note values.



The Concept

7th Grade Band ComMission Possible 3 Project

Who knows... I
might just use
YOUR idea for
this new piece
of music!!



Very soon, composer Michael Sweeney will begin composing a brand new piece of music for our band! Your task will be to research and propose an idea or concept that you believe would help inspire a new piece. The paper will be included on your final quarter report card. The paper is due no later than **Monday, December 17**.

Your typed paper needs to contain the following sections:

SECTION 1 -Write at least one paragraph describing the concept, idea, or historical event, place or thing (use dates and facts to inform the reader about the event so it paints a clear picture)

SECTION 2 -Describe in your own words **WHY** this would be a great concept, idea or event/story to inspire the new music. Support your beliefs with examples.

SECTION 3 -Describe any special sounds/instruments/compositional ideas you would use if you were the composer. Be specific and use examples showing how certain instruments/effects would work well to portray certain ideas, concepts or events.

Assessment:

4 = All three sections are done thoroughly. It is obvious that the student has researched this idea, concept or historical event and has a great deal of knowledge about it. The student used examples to support his/her opinions in all sections. The overall quality is excellent.

3 = All three sections are done. However, a bit more research or thought could have been done to make the picture clearer. A few more examples could have been used to support his/her beliefs, but overall the idea is there. The overall quality is very good.

2 = All three sections are done. However, more work is needed in one or more of the sections. Either more research is still needed, or the answers need to be fully completed using examples. The overall quality is good.

1 = It is not complete. Keep working at it!

First Thoughts/Ideas....

| My idea is to use the three states of matter, solid, liquid, and gas for the composition. I think this a great idea because there can be a part for each state in a section of the music, and transitions in between each part, like from solid to liquid, and liquid to gas. Each state moves in its own way, for example, solids can barely move at all, so we can put slow, majestic parts and use instruments like low brass, Bari Sax, etc. then from solid to liquid, it can speed up and have a mix between slow and medium music and have instruments like flute, clarinet, tenor sax, trumpets, etc. then for gas, the music can be loud, fast, and playful because gas moves everywhere. This part can use instruments like low brass, flutes, clarinets, trumpets, bari and tenor sax, etc. this is my idea and I hope you like it!!!!!!

Samantha Kranz
7th grade Baritone.

ComMission Possible 4 Top 10 Ideas

ComMission Possible 4 Ideas Official Ballot

Directions – Read through all of the ideas and vote for your top 10 by marking an “X” in the box next to the idea. You are encouraged to ask the author about the idea if you need more information. Ballots are due in band on Friday. Late ballots will not be counted.



Vote Here	Idea (The new piece could be based on.....)	Author
	Battle of Gettysburg - was the most important battle in the Civil War	Adam Tess
	Apollo 11 – a salute to the first Americans to land on the moon.	Aidan Schutter
	9/11 – tragic day in American history with attacks to New York, Pennsylvania, and the Pentagon	Allison Shattuck, Deanna Ruplinger, Grace Wambura
	Titanic - April 12, 1912 the unsinkable Titanic hit an ice berg on its maiden voyage and sank	Anna Betthausen Leya Lemley Nita Mucilli
	Tsunami – depicting tidal waves and the events surrounding this event	Autumn Nelson & Lydia Janutolo
	Pizza – depicting the different layers and aspects of pizza	Bodi Sanford
	World War 2 - from 1939 to 1945. This was the most widespread world with over 100 million people and from 30 different countries	Bryanna Hunsicker
	Minecraft – describing the skill and cunning necessary for this game.	Camron Murphee
	Weather Changes – depicting the fluctuation in our weather patterns	Conley Hoffmann
	Apollo 13 – describing this ill-fated mission and the heroic steps to get the astronauts back home safely.	Creighton Grajkowski
	Fear – portraying this powerful emotion and how it is a part of life	Danielle Mielke
	Greek Gods – four movements representing Zeus, Hera, Aphrodite, & Athena	Ella Emad
	Rainforest Madness – a story of two people in a rainforest near the equator	Emily Anderson
	Tornado- and its destructive forces	Emmanuel Mielke Justin Schoob
	Country of Dreams – describing our ancestors who came to America during the immigration between 1836 and 1920.	Erin Milleville
	Football – describing the different actions during a football game	Ethan Carrick



Idea/Concept	Author(s)
Apollo 11 – a salute to the first Americans to land on the moon.	Aidan Schutter
9/11 – tragic day in American history with attacks to New York, Pennsylvania, and the Pentagon	Allison Shattuck, Deanna Ruplinger, Grace Wambura
Apollo 13 – describing this ill-fated mission and the heroic steps to get the astronauts back home safely.	Creighton Grajkowski
Country of Dreams – describing our ancestors who came to America during the immigration between 1836 and 1920.	Erin Milleville
Redwood Trees – giant sequoia trees still found in California 500-700 years old.	Lauren Rault
The Tortoise and the Hare – portraying this fable...“Hard work and perseverance bring reward”.	Meg Olson
Lincoln’s Death – He was assassinated by John Wilkes Booth in Ford’s theater, Washington D.C. on April 15, 1865.	Megan Rault

My idea for a new piece of music is a song about the Apollo 11. This would be a moving piece about one of the most amazing achievements ever. It can start happy and light, then a huge section about the take off to show the emotions and feelings of this event. There would be challenges on the way, but in the end we salute our country for putting the Apollo 11 on the moon.

This would be a good piece of music for a lot of reasons. First, it can act as a salute to our country. It could really let all the emotions out. Also, there are so many things involved with this event. We could represent the preparing and build of the Apollo 11. Then include take off and bursting into space. The music could become scarier and the Apollo 11 faces danger such as an asteroid belt. The suspense of the Apollo 11 finally landing and Neil Armstrong walking on the moon. There would be so many paths you could take when you are writing this. Those are only some of the reasons I believe that could make the a beautiful song.

ComMission Possible 4

“One Giant Leap” – Erik Morales



Mr. Gleason,

I really appreciate all the effort your students put into ideas for the commission. It was difficult to choose from so many great ideas. After much consideration I've decided to go with the Apollo 11 idea by Aidan Schutter. I feel any of the ideas would have made excellent material for a piece. But Apollo 11 is a strong subject and there are no current band pieces on that subject. My early idea for a title is "One Giant Leap". But that's not written in stone. I hope to start on this ASAP and should have something for you very soon.

Sincerely,
Erik Morales



7th Band Trip to the Chicago Museum of Science and Industry





Score

commissioned by the Patrick Maarsh Middle School 7th Grade Band
Sun Prairie, Wisconsin; Chris Gleason, director

ONE GIANT LEAP

Erik Morales (ASCAP)

"We choose the moon" ♩ = 84

Flute 1
2

Oboe

Bassoon

B♭ Clarinet 1

B♭ Clarinet 2

Bass Clarinet

Alto Sax. 1
2

Tenor Sax.

Baritone Sax.

cue F Horn

p *ff*

End of the Year Video

