

Prelude & Penta-Fugue

Grade 2.5

Teaching Suggestions

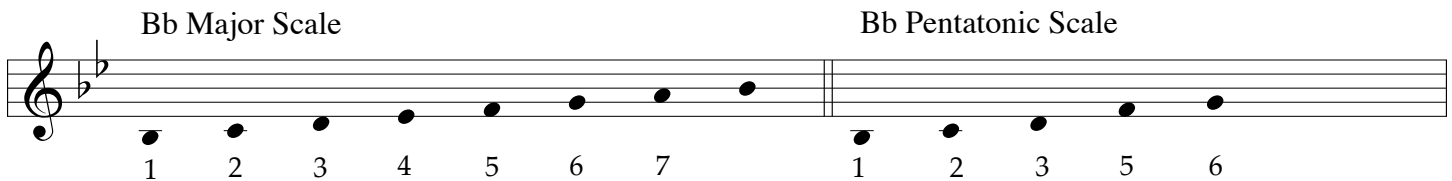
The Cygnet Series is composed for first, second or third year band musicians.

Each piece in the Series can be played by a large ensemble with full instrumentation or by a small ensemble with mixed instrumentation that may be missing entire sections. Three clarinet parts are included - one for those who can play across the break ("High Clarinet") and two for those who cannot ("Bb Clarinet").

Some parts have cues. If your students have never seen them, you might point them out as both guides to help them come in at the right time and also to reinforce a weak or missing section of the band.



The *Prelude* emphasizes legato tonguing and smooth phrasing. The *Penta-Fugue* is in the **Pentatonic Scale** and has harmonies that are a little different than what students may be used to. These harmonies can be demonstrated by playing a Bb Major scale and numbering the notes one through seven. After this, play the same scale but only play notes 1, 2, 3, 5, 6. These five notes make up the Pentatonic Scale.



Bb Major Scale

Bb Pentatonic Scale

Have the students in the band choose tones from the pentatonic scale to combine into harmonies. Try step 1 and 2 together, step 1 and 3 together, step 2 and 6, step 3 and 5, etc. Notice how any combination of two notes sounds OK. You might choose to discuss the intervals (a second, third, fourth, fifth) and discuss with the students the quality each interval has.

Now try three tones together and you should notice that they also sound good. Next try four tones or five and listen to the quality of the sounds. Notice how any combination sounds good. Some, especially the ones with a lot of seconds, will sound a little " _____ " (have the students give their own adjectives). Next play the *Penta-Fugue* (measure 29) and allow your students to hear the harmonies in the composition that are similar to the ones they just created.

Fugue: where a single melody is overlapped many times. Play the fugue theme and then the entire fugue. Listen for this theme and "bring it out" whenever it appears. Play the secondary (non-theme) music a little softer. A Performance tip: often, a small *fp* on the attacks of long notes can help the clarity of a fugue.

Play recordings of other fugues. It is interesting to play a keyboard or organ fugue and then a band or orchestra version to hear how they phrase and articulate the work. Many of Bach's fugues have a band or orchestral version.

Conductor Score

Performance Time ca. 4:30

Prelude & Penta-Fugue

Doug Hartzell

Andante ♩ = ca. 96

Flute 1, 2
mf
Second time only
legato

Oboe
High Bb Clarinet
mf
Second time only
legato

Clarinet 1, 2 in B \flat
mf
Second time only
legato

Bass Clarinet
mf
Second time only
legato

Bassoon
mf
Second time only
legato

Alto Saxophone 1, 2
mf
Second time only
legato

Tenor Saxophone
mf
Second time only
legato

Baritone Saxophone
mf
Second time only
legato

Trumpet 1, 2 in B \flat
mp - mf

Horn in F
mp - mf

Trombone 1, 2
mp - mf

Baritone
mp - mf

Tuba
mp - mf

Bells
mf
Second time only

Snare Bass
mp - mf
Snares Off

Cr. Cym & Triangle
Sus. Cym
mf
Second time only
Sus. Cym - med yarn mallets

7

1 *div.* *p* 2 *div.* *p* *1° div.* *div.*

Fl. 1
2

Ob
Hi Cl

B^b. Cl. 1
2

B. Cl.

Bn

A. Sx. 1
2

T. Sx.

B. Sx.

1 2 *mf* *mf* *p* *mf* *mf* *p*

Tpt. 1
2

Hn.

Tbn. 1
2

Bar.

Tuba

1 2 *mp* *p* *cross sticks* *p* *pp* *mp* *pp*

Bls.

Sn
BD

Crash, Tri
Sus. Cym

29 **Moderato** ♩ = ca. 112

36

Fl. 1 2 *mf* *solo* *2 players* *all*

Ob
Hi Cl *mf*

B♭ Cl. 1 2 *mf* *solo* *2 players* *all*

B. Cl. *mf*

Bn *mf*

A. Sx. 1 2 *mf* *solo* *2 players*

T. Sx.

B. Sx. *mf*

Tpt. 1 2 *mf* *solo* *2 players*

Hn.

Tbn. 1 2 *mf* *solo* *2 players if no baritone* *all*

Bar. *mf* *solo* *all*

Tuba *mf*

Bls. *mf*

Sn
BD *mf* *Snares On*

Crash, Tri
Sus. Cym *To Crash Cymbal*

37

Fl. 1/2

Ob
Hi Cl

B. Cl. 1/2

B. Cl.

Bn

A. Sx. 1/2

T. Sx.

B. Sx.

Tpt. 1/2

Hn.

Tbn. 1/2

Bar.

Tuba

Bls.

Sn
BD

Crash, Tri
Sus. Cym

div.

all

mf

mf

low note preferred
high note OK *div.*

low note preferred
high note OK

low note preferred
high note OK