

TOP SHOW MUSIC

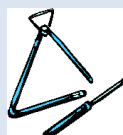
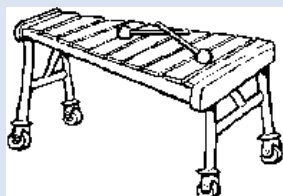


"MY VERY FIRST CONCERT AND BEYOND"

2026

PERCUSSION

Mallets Low Octave



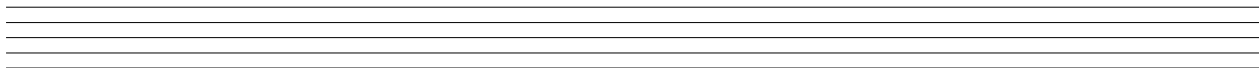
A Band development album of tunes using three, four or five notes and; beyond.

Inspired by the "Bayside Beginners' Music Camp", this collection of very easy tunes for a "first" concert performance, is playable by any size group with any combination of instruments.

Fingering diagrams, lyrics for songs and explanations of signs and terminology are included.

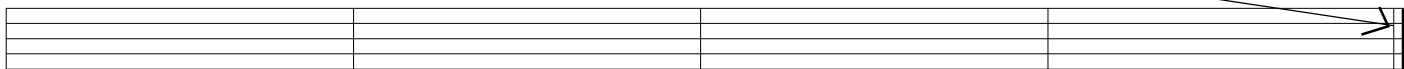
SOME ELEMENTARY TERMS AND SIGNS

STAVE - The five lines and four spaces in between which and upon which our music is written.



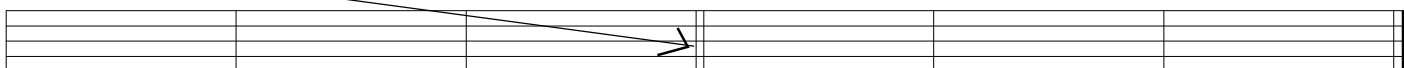
BAR LINES - the vertical lines which divide the stave into segments

END BAR LINE - The very last one has an extra and thicker bar line.



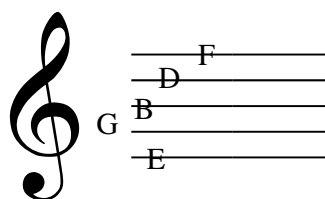
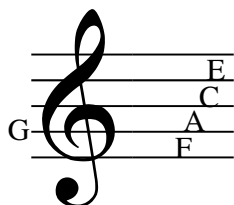
BAR - a segment of the stave between two bar lines.

DOUBLE BAR LINE - to draw our attention to something extra special, two bar lines are drawn at the end of that bar.



 **G (or Treble) Clef** - It is an old way of writing the letter "G". Can you see the similarity to today's "G" or "g"
Because it is drawn by starting around the 2nd. bottom line, this line is thus called G
All other lines and spaces are named in alphabetical order using only the first seven letters - thus after G, we start again at A

The names of the spaces
spell the word FACE



For line names, remember the sentence
Every Good Boy Deserves Favour.
CAN YOU MAKE UP SOME OTHERS?

You can use your hand to help remember these names -

Just like the stave has five lines, your hand has five fingers (including the thumb).

Between these fingers there are four spaces - call them F A C E

Therefore you have a "face" in your hand to help you remember the names of the lines and spaces

TIME SIGNATURE - The two numbers, one above the other, at the beginning of the stave and after the Clef. The top number tells us the number of beats (or counts) in a bar and the bottom number tells us the value of each beat

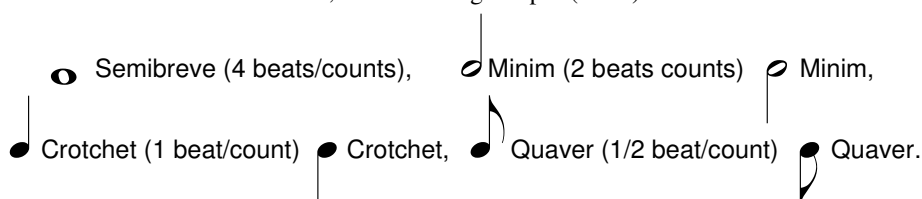


This is the most common time signature (four four).

The top number 4 means that there are four beats (or counts) to a bar.

The bottom number 4 refers to crotchets (because there are 4 crotchets in a semibreve)
thus the value of each "beat" or "count" is one crotchet.

When the bottom number is 4, the following shapes (notes) have the values shown -



It make no difference whether the stem is up or down



The tail of a quaver
starting on a beat is
joined to the next quaver.

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Notes for Percussion

This tuition book differs greatly from other percussion text and tutors.

The reason is that in this programme, there are other instruments being played at the same time and in the same lesson. This programme, which is a "line of best fit", allows any instruments to do the same lesson at the same time. Another advantage is that you will get to play with other students and, their instruments, at this early stage of development.

Also, this is a band percussion system, so all tuition is aimed at the "all round" percussionist although, it is understood that as you progress, you may begin to excel in specific areas of percussion.

A major problem is that there is great inconsistency on how to write for percussion. Therefore, different signs will not mean the same thing in different publications, especially for drum kit where many publishers have not yet accepted that the drum kit is for one player whereas drums, are played by multiple players. Many publishers still print Kit music as if it is to be read and played by at least three players which, historically, is how it used to be, but not the modern way.

This problem has been addressed, and concert percussion will align with drum kit percussion. Marching percussion is different again and is addressed separately in the Marching Band tuition book.

For drums, there are two methods of holding the sticks. One is called "Traditional" because of the tradition of drums being carried on the side (thus the term "side drum") requiring the two sticks (originally only one) to be held differently. The other is called "Matched" because the sticks are held the same way and, is mainly used for concert percussion. How to hold, will be explained with each new instrument.

In this programme, the modern "Band" approach is used for percussion groups but still, is aimed at possibly just the one player. The early concert percussion lessons are aimed towards playing individual percussion instruments but at the same time, may also be played on Drum Kit. Thus, the symbols and positions on the stave are aimed at contemporary Drum Kit music where note positions are related to the position of the particular part of the Drum Kit to be played, e.g. feet are low and cymbals are high.

Visualise looking at the drum kit through the five lines of the stave. From bottom to top"

Hands - Cymbals - Hi hats, Ride and Crash.

Hands - Tom Toms, usually three

Hands - Snare drum

Feet - Bass and Hi Hat pedals



Different players will adjust these to different positions but generally, the Crash Cymbal is the highest and therefore, is written higher.

Timps, Glockenspiel and, Xylophone etc are played with matched grip. Never place a finger on top of the sticks (AKA Mallets). Also play with an action that seems like you are pulling the notes out of these instruments.

Auxiliary Percussion is the collective name for basically everything else in the percussion section e.g. Tambourine, Triangles, Hand Cymbals, Spoons, Cowbells etc. You may hear other terms such as "traps", "bits and pieces" and jokingly, the "kitchen sink department". Despite jocular terminology, all of these instruments have a correct method of playing which needs to be learned. In this publication, there is on sign/position for one thing, as opposed to some publishers who use the same sign for different things and that add words to say what is meant. In today's faster passed music, this is too cumbersome.



STAGE ONE

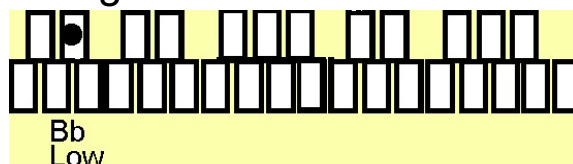
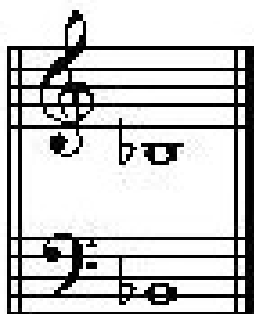
Learning and using the note Concert "B $\flat$ " (pronounced B Flat),
the note shape Semi-Breve  and its value of four counts,
the Semi-breve rest shape,  and its value of four counts (rest means silence) ,
|| End barline (the end of the music)

When most of our music ideas were being formalised, the main instrument was the Concert Piano. In addition, instrument makers had little commonality with the size of the instruments they made and, little commonality with the sounds made and, the names given to those notes. Some notes with the same name did not sound the same. All players had to know which note on the "Concert Piano", sounded the same as "C" on their own instrument. In this lesson, we will learn the note that sounds the same as  on the piano i.e. Concert .

The term "Concert" means that even though your note may have a different name, the sound you make is the same as the note if played on a "Concert Piano". Some students' note is called "B $\flat$ " but some may have a note called C or G or F. They make the same sound as Concert .

NO. 1.1- FIRST NOTE - B $\flat$ (Concert B $\flat$)

Snare Drum & Triangle



Use the Right Hand to play this note.

Because the semi-breve has been drawn with the "B" line going through it and, there is a flat sign in front of the note, it is asking us to play the note "B $\flat$ "

For the time being, the semi-breve is played for four full counts.

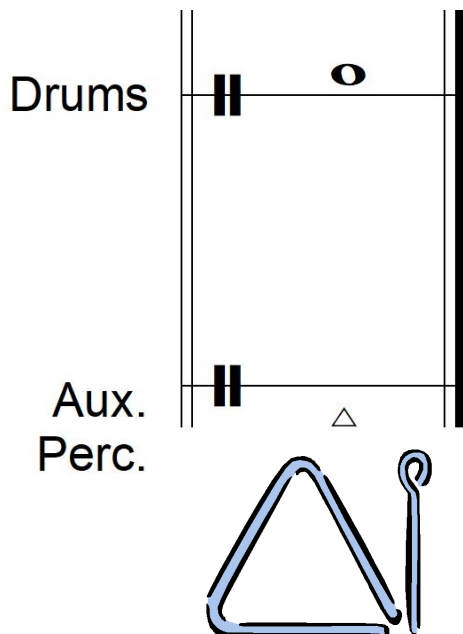
TIMPANI: Note the different clef - the two dots signify that the line between the dots is called "F" thus the second bottom line is now "B". Place a flat sign in front of the note and it become "B $\flat$ ". Because different timpani have different methods of producing the required note, your teacher will need to show you. Generally though, the pedal needs to be adjusted to indicate the note "B $\flat$ ".

LEDGER LINE - (Not yet used on all instruments.)

When we want to use notes that are higher or lower than the five lines in the staff, we draw just the part of the next line or lines that are needed. This additional part of a line is called a "ledger line".

STICKING:

- 1 For the time being, always use the right hand mallet for this note.
- 2 For Timp and Snare Drum, alternate hands starting with the right.
- 3 For Triangle, use either hand but always hit in the centre of the horizontal side.
- 4 To get maximum sound from the instruments, lift the mallet/stick as soon as possible after sounding the note. E.g. as if pulling the note up from the instrument
- 5 Some percussion instruments have a sound that only lasts at the instant it is being struck whilst others, may have a sound that continues for longer than required. For these instruments you need to use one hand to stop the sound from playing longer than required.



Drums: for the time being, has only one line, the Snare Drum note is sitting above this line.



Auxiliary: for the time being, also has only one line. The note-head shape for the Triangle is below the line and is a triangle. However because the shape is still hollow, it still means a semi-breve with four counts. Your conductor may sometimes give you a signal to use your hand to make the sound stop.

No 1.2 - SEMI-BREVE REST

Note that the semi-breve rest shape is hanging (slung) below a Line. Note - "S" for Semi-breve, "S" for Slung. It has a value of four full counts of silence

SCORE FORMAT

In future exercises you will see all four percussion lines at once with, the barline going through all four staves. This is called "Score Format" because you can see what all the instruments are doing at the same time.

You can't do all at once so, pick an instrument line and play that. Then another and another until, you can play all four lines.

No 1.3 - COMBINING NOTE AND REST (Play for four, rest for four)

3 5 7 9

Mallets Low

Timps

Drums

Aux. Perc

Rest Bar: When you play the above exercise, keep your fingers etc. in the playing position and, do not lower the instrument when playing the rest bar. You are going to have to bring it back up again and there is not enough time to re-position the instrument to the correct position.

Posture: remember to maintain your correct posture -

- . Sit on the front of the chair with your feet on the floor and your back straight, face forward
- . Keep your shoulders level and, without twisting to the left or right
- . Keep your instrument level, vertical or, at the angle shown to you by your teacher
- . Maintain correct arm, hand and finger positions.

PRACTICE HINT 1 - 2

1- To play a note for four counts, don't forget to play the full value of the fourth count. If you stop at "four" you have only played three and a bit counts. To play four full counts, stop just as you are about to start number five.

2 - (For wind players) To develop your best playing sound, as well as playing the note for four counts, also play it as long as you can. Use a clock's second hand to time yourself.



STAGE TWO

Learning and using the notes Concert "D" and "C";
 the note shape Semi-Breve and its value of four counts,
 the Semi-breve rest shape, and its value of four counts (rest means silence) ,
 || End bar line (the end of the music)
 the new note shape of Minim or and its value of two counts,
 the Minim rest shape, and its value of two counts (rest means silence) ,
 the new sign "Tie" joining two notes into one new note

NO. 2.1 - SECOND NOTE - C (Concert C) Bass Drum, & Tambourine.

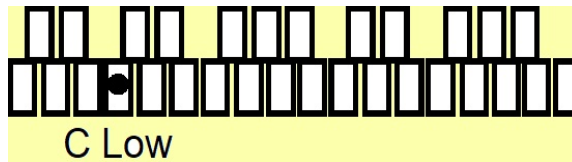
10

Mallets Low

Timps

Drums
 Bass Drum

Aux. Perc
 Tambourine



For the time being, always use the left hand mallet for this note



Play the Bass drum as an individual instrument and/or, with the Snare Drum on the Drum Kit (if available). Just like the drum kit where the Bass Drum sits below the Snare Drum, the Bass Drum is written below the snare drum note (below the line).



Tambourine - The note-head shape surrounds the line and is a diamond shape. Again, because the shape is still hollow, it still means a semi-breve with four counts. Even though the tambourine sound will not last for four counts, still count the four counts. You will see in the future that this is much easier than trying to put in the appropriate note length and then rests.

There are many ways to play the Tambourine. Firstly we will hold the tambourine flat in one hand and tap it with the other. One big problem with the Tambourine is that it rattles so easily. Be sure to practice picking it up, moving it around and then placing it down again without making a sound, especially between taps.

No 2.2 - NEW NOTE AND REST.

11 13 15 17

Mallets Low

Timps

Drums

Aux. Perc

Bass Drum

Tambourine

Triangle

No 2.3 - PUT THEM TOGETHER

18 19 21 23

Mallets Low

Timps

Drums

Aux. Perc

Bass Drum

Triangle

Snare Drum

Tambourine

NEW NOTE SHAPE, REST AND VALUE

Our new note shape is a Minim,  or  and its value is two counts.

It makes no difference whether the stem goes up or down but, let's follow the guideline that if the notehead is above the middle line, the stem goes down and if the notehead is below the middle line, the stem goes up. If the notehead has the middle line going through it, the stem may go either way, but it's stem direction should blend-in with the stem direction of the neighbouring notes.

NOTE: There are exceptions to this rule in that for Drums and Auxiliary percussion, all stems go up and, for Pipe Band Music, all stems go down.

The Minim rest  is an upside down Semi-breve rest, i.e. it is mounted above the Line. Note - "M" for Minim, "M" for Mounted. It has a value of two full counts of silence.

NOTE SHAPE NAMES: In the early days of developing written notation, the longest note was the "Longa" (Latin for long). But, its length was variable so later a briefer note called the "Breve" (Latin for brief) was introduced. As styles and tastes changed, an even briefer note called the "Semi-breve" (Latin for half of the brief note) came into existence. As music evolved, an even shorter note was needed and the "mimim" (from the Latin for minimum) was created. Thus it was thought that this would be the minimum length needed.

No 2.4 - PLAYING MINIMS -

Play for two counts, rest for two counts

25 27



Mallets Low

Timps

Drums

Aux. Perc

For instruments with a sound that may continue after two counts e.g Glockenspiel & Triangle, use your hand to stop the sound at the end of two counts.

No 2.5 - PLAYING MINIMS - Play the rest first.

29 31

Mallets Low

Timps

Drums

Aux. Perc

NO. 2.6 - PALINDROME. (Why do you think that this has the name "Palindrome"?)

33 35 37 39

Mallets Low

Timps

Drums

Aux. Perc

Snare Drum Bass Drum Both

Triangle Tambourine Both

Notice that both Snare and Bass have notes that are on the same stem.
 This means that they are to be played at the same time. This is achieved by using two hands, two people and maybe the use of stands and mounts or, a drum kit.
 Note also that in Drums and Aux., all stems go up.

TIE

A tie is a musical plus sign which is used to add two notes together to make one new note.

A tie is a way of making new notes of different lengths than the single notes we know. It also allows us to make notes that start in one bar and finish in another bar. The sign for a tie is just a curved line  which joins the two notes together.

Before you play this exercise, write the new count value of the tied notes.

NB: If you have accidentals (sharps or flats) on the first note of a tied pair, the accidental applies to the second note also. Remember, the tie creates one new note therefore, the accidental does not need to show on the second of the tied notes.

NO. 2.7 - TWO NOTES TIED

40 41

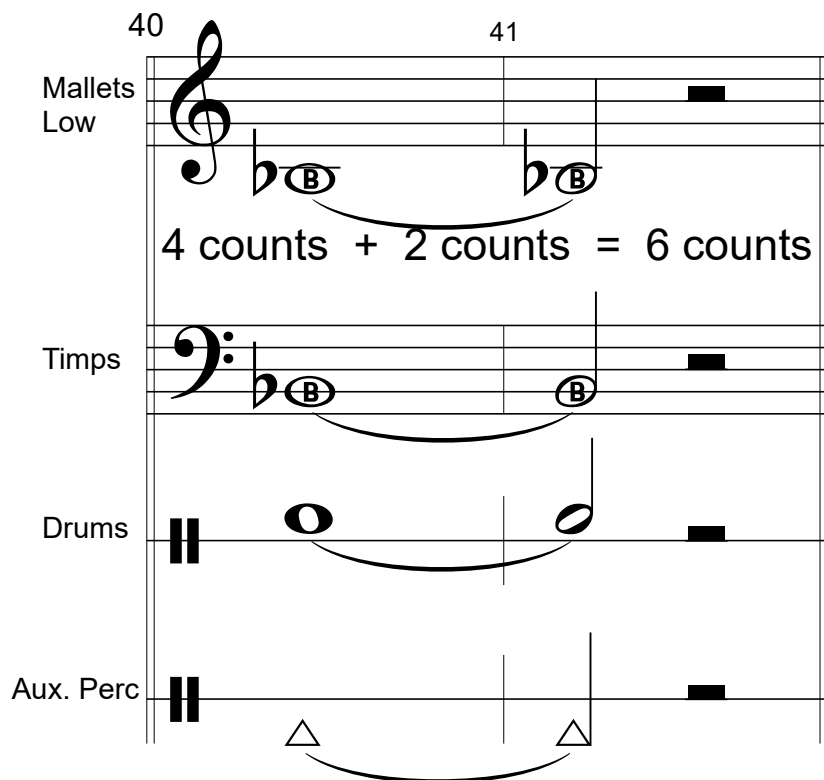
Mallets Low

4 counts + 2 counts = 6 counts

Timps

Drums

Aux. Perc



NO. 2.8 - MORE TIED NOTES

42 43 45 47 49

Mallets Low

4 + 2 = 6 2 + 2 = 4

Timps

Drums

Aux. Perc

NO. 2.9 - EIGHT COUNT TIES

50 51 53 55 57

Mallets Low

4 + 4 = 8

Timps

Drums

Aux. Perc

NO. 2.10 - MIXING TIES

58 59 61 63 65

Mallets Low

Timps

Drums

Aux. Perc

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STAGE THREE

Using the notes Concert D, C and the new note B $\flat$

the values Semi-Breve (♩ = four counts), its equivalent rest shape, (—)

Minim (♩ = two counts) and its equivalent rest (—)

, Breath mark (breathe only where this mark is), and the word "phrase" - a musical thought.

the new shape and value of Crotchet (♩ or ♩ = one count), and its rest shape (—)

Ties, Slurs and, the new terms Tutti (whole band or group), Soli (a smaller section of the Band or group), Solo (by yourself) and Tacet (don't play)

Double Barline - something is changing

Lyrics (words) - sing, as well as play the tunes that have words.

NO. 3.1 - NEXT NOTE - D (Concert D)

Drum Rims & Wood Block

66

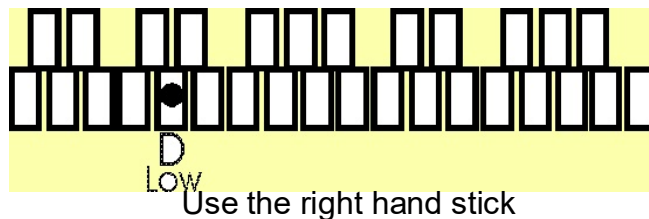
Mallets Low

Timps

Drums

Aux. Perc

Wood Block



Snare Drum

Play on the rim.

Bass Drum



The Wood Block shape on this occasion, has been placed above the line and is the shape of a square, similar to the woodblock itself.

The wood block is played by hitting it with a drum stick however, different pieces of music may require different sounds so try hitting with different types of sticks. Note: Some wood blocks are now made of plastic.

PRACTICE HINT 3 - WARM-UP

A warm up to a musician is just as important as a warm-up is to an athlete. Before you start any playing session, you need to give your body, your mind and, your instrument, a warm-up session to get all things operating better.

A good, life long skill is that every playing session should now commence by playing the note at lesson 1, slow and gentle. Then more notes maybe included, stonger and faster.

Warm-ups in this book not only help to prepare for the coming lesson or practice session, but also revise the teaching points we have already learnt.

No 3.2 - WARM-UP 1 and, REVISION

67 69 71 73 75 77

Mallets Low

Timps

Drums

Aux. Perc

Triangle

Tambourine

Wood Block

Both

Play what is possible

NOTE SHAPE AND VALUE

Our new note shape is a Crotchet,  or  and, its rest shape 

It has a value of 1 count. Again, it makes no difference whether the stem goes up or down.

SHAPE NAME MEANING: When it was decided that a shorter note shape was needed, it was originally given the Latin name "Semiminima" (semi meaning half, therefore half the minimum). Also, at about the same time there was a big change in technology i.e. the invention of paper to replace the existing parchment. Paper however absorbed the ink much quicker and thus created notes much bigger than intended. Therefore the decision was made to make all notes hollow to avoid all the ink but crotchets were so small that the ink didn't "run". So, now we have all hollow notes except for the crotchet

The crotchet, being the only note that was filled-in, also got the names "Negra" or "Noire". However, it also reminded people of a small hook, so the French word "crotchet" meaning a small hook, became the popular name. This is also the same place we get the name "crochet needle".

No 3.3 - ONE COUNT NOTE AND ONE COUNT REST.

79

Mallets
Low

Timps

Drums

Aux. Perc

Play both if possible

Play at least two,
if possible.

Remember that to play a one count note properly, you must play up to the next count i.e. two.

No 3.4 - USING CROTCHETS

80 81 83 85 87

Mallets Low

Timps

Drums

Aux. Perc

2 + 1 = 3 4 + 1 = 5 4 + 4 = 8

3.5 - MORE CROTCHETS

88 89 91 93

Mallets Low

Timpans

Drums

Aux. Perc

PRACTICE HINT 4

Always have a pencil and rubber with you.
You will need to write little messages on your music
which, you may later want to rub out.

SLURS

We have learnt that a Tie joins two notes of the same pitch (same name) together to make one new note.

A Slur is a special tie which joins two or more, different notes. A slur still forms one new note whose length is equal to the sum of the lengths of the notes that are slurred, except that the note changes sound at the joining point.

The sign for a slur is just a curved line, the same as for a tie 
It makes no difference if the curved line goes under or over.

In number 3.6 below, the first two minims are played as one note of four counts but change the fingering after the first two counts have been played.

The next slur, two crotchets and a minim add up to four counts, but the fingers/position change after the first count and then, after the second count.

For the last slur, the total of the notes is six counts with four finger/position changes.

FOR PIANO/KEYBOARD: The way to achieve a slur as best as possible is to make sure that when the second note is played, the first note is not released until the second note has sounded.

FOR PERCUSSION, the slur has no effect but is shown for education purposes.

FOR STRING BASS: Change the left hand but do not pluck the slurred note. This however, only works when the notes to be slurred are on the same string.

No 3.6 - SLURRING

94 95 97 99

Mallets Low

Timps

Drums

Aux. Perc

EXTRA STAVE

Just like the words in books, music doesn't always fit on the one stave (line) and we have to use extra staves below the first stave. When music is continued on the next stave, there is no "end barline" which therefore means go straight on to the next stave.

NO. 3.7 - MY FIRST SONG

100 101 103

Mallets Low

Mallets Low

Drums

Aux. Perc

104 105 107

Mallets Low

Timps

Drums

Aux. Perc

BREATH MARK and PHRASE

A phrase in music is the same as in normal speaking, singing, reading and poetry. When we speak or sing, we often can't fit all the words into one breath and have to find a place in the music or words to take a breath.

The group of words or the notes between breaths is called a "PHRASE". Putting the breath in the right place is called "PHRASING".

In music we indicate a place to breathe by placing a comma (,) above and just after the note we play before breathing.

Notice that the end of each phrase in No. 3.7 seems ugly and short. To fix this, the last note needs to be a four count note, but now 32 beats without a breath is too long. Let's take a breath after each two bars.

LYRICS

To be able to play music as best as possible, it is most important to know the story that goes with that music. Although, some music does not have a story, most music with a story has lyrics, So if music does have lyrics, it is important to learn the lyrics and, be able to sing them as well. Doing this will empower you to play the music with greater passion and, accuracy.

NO. 3.8 - MY FIRST SONG (With breath marks and, words)

108 109 111

Mallets Low

This is my first song, Play ing in my band,

Timps

Drums

Aux. Perc

112 113 115

Mallets Low

With my friends I play, Truck loads more to learn.

Timps

Drums

Aux. Perc

The score is divided into two systems. The first system covers measures 108 to 111, and the second system covers measures 112 to 115. Each system has four staves: Mallets Low (treble clef), Timps (bass clef), Drums, and Aux. Perc. The lyrics are written below the Mallets Low staff. The percussion notation includes various symbols: vertical lines for mallets, circles for timpani, and squares and triangles for auxiliary percussion. Breath marks are indicated by a comma above the staff in measures 109, 111, 113, and 115. The lyrics are: 'This is my first song, Play ing in my band,' and 'With my friends I play, Truck loads more to learn.'

TONGUING

On many occasions, the next note is the same as the note we just played. If we slur the second note, it just makes the first note longer, therefore, we must re-start the next note. We do this by "tapping" the back of the lips (or reed) with the tongue. Doing this is called "Tonguing", even though for percussion, you just restrike the note.

It is very important to make sure that you do not stop the airflow while doing this and, **NEVER** take a breath at the same time. If we do this we are breaking the phrase.

Always wait for the breath mark to take the breath. When tonguing, think of the word "toe" which will help keep the throat open and the air flowing. The next exercise has four crotchets in a row so therefore think "Toe Toe Toe Toe".

Percussion, tonguing does not apply to you. Continue to strike the next note as usual.

NO. 3.9 - FOUR IN A ROW

116 117 119

Mallets Low

Timps

Drums

Aux. Perc

120 121 123

Mallets Low

Timps

Drums

Aux. Perc

TONGUING AND CHANGING NOTES

One of the great uses of slurring is to show singers that the next note is part of the word or syllable already being sung. Therefore, if there is a new word or syllable, the note should not be slurred but tongued instead. It is also common to change the note at the same time.

In the next song, all notes have a new word or syllable, therefore every note is to be tongued.

NB: for practice purposes, we will still have some slurs that cover word or syllable changes

REMEMBER, do not stop the air flow or breathe until you get to the breath mark - TOE TOE TOE TOE

NO. 3.10 - RAIN IS FALLING DOWN.



124 125 127

Mallets Low

Rain is fall - ing down. Rain is fall - ing down.

Timps

Drums

Aux. Perc

128 129 131

Mallets Low

Pit - ter pat - ter pit - ter pat - ter, rain is fall - ing down.

Timps

Drums

Aux. Perc

ACCIDENTAL RULE:

NOTE - some instruments are not yet using flats.

For those players using flats, In bar 144, the flat sign has been placed in front of only the first of the "B"s. From now on we will have a rule that for each bar, the flat sign is only placed in front of the first of the notes that are the same.

ACCIDENTAL RULE 1: Once a flat sign has been placed in a bar, it refers to all subsequent notes on the same line or space and, is cancelled by the next Bar Line.

ALSO Rule 2 (Look back at EX 3.2 & 3.4) When a note with an accidental is "tied" to the next note, the Accidental does not have to be rewritten, even if there is a barline between them, because, they are joined to make one new note.

NO. 3.11 - HOT CROSS BUNS



132 133 135

Mallets Low

Hot cross buns, hot cross buns.

Timps

Drums

Aux. Perc

136 137 139

One a pen - ny two a pen - ny, hot cross buns.

One a pen - ny two a pen - ny, hot cross buns.

140 141 143

If you have no daughters, give them to your sons.

144 145 147

One a penny two a penny,

PRACTICE HINTS 5 to 8

5. (For Wind Instruments) - Remember to think of saying "toe toe" when you play consecutive tongued notes. By doing this, the tongue, the throat and the air flow should all work correctly. Remember that when there is nothing on the music to indicate that there is a gap between these notes, we should not hear one. Remember also, that to hear all of the word attached to any note, we must play all of the note not just the start of the note

6. Before playing any tune, have a quick look for the elements used. e.g. which notes, which note value, changing notes with or without a rest and with or without ties and slurs.

7. Just like has been done in "Rain is Falling Down", when playing music that has words, always place a breath mark at the same place as there is a comma, or full stop, in the words.

8. When taking a breath, try to make the gap that you must have, as small a possible and, always start the next note at the right place.

NO. 3.12 - LINDY LOO



148 149 151

Mallets Low

Lin - dy was a dan - cer, Lin - dy wore a dress.

Timps

Drums

Aux. Perc

152 153 155

Lin - dy made her dress from bits of grass and string.

TUTTI, SOLI, SOLO and TACET

Sometimes we can make the music sound better or more interesting by changing who is playing.

Sometimes we could ask a player, or a section, to not play at all, this is called "Tacet".

Maybe only a section or small group should play, this is called "Soli".

Maybe only one person is asked to play, this is called "Solo".

When we want every one to play again, it is called "Tutti".

NO. 3.13 - DOWN BY THE STATION



156 SOLO 157 , TUTTI 159 ,

Mallets Low

Down by the stat - ion ear - ly in the morn - ing.

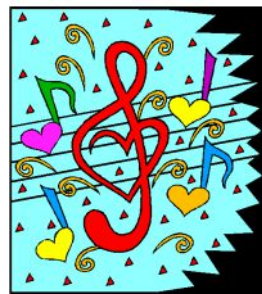
Timps

Drums

Aux. Perc

160 SOLO 161 , TUTTI 163

See the lit - tle puf - fing bill - ies all in a row.



NO. 3.14 - WHEN I MAKE MY MUSIC.

164 SOLO 165 , TUTTI 167

Mallets Low

When I make my mu - sic al - ways I feel good.

Timps

Drums

Aux. Perc

168 SOLO 169 , TUTTI 171

When I make my mu - sic bet - er I will try to be.

NO. 3.15 - SUOGAN (Welsh folk song)

172 173 175

Mallets Low

Su - o - gan do not weep, Su - o - gan go to sleep.

Timps

Drums

Aux. Perc

176 177 179

Su - o - gan Da - dy's here, Su - o - gan have no fear.

Drums

Aux. Perc

Why are there no drums playing in this piece?

NO. 3.16 - ONE DAY

180 181 183

Mallets Low

One, One day, My Band will play.

Timps

Drums

Aux. Perc

184 185 187

One, One day. We will play this in our band.

Drums

Aux. Perc

NO. 3.17- AU CLAIRE DE LE LUNE

188

SOLO

189

, TUTTI

191

,

Mallets
Low

Timps

Drums

Aux. Perc

Au clair de la lu - ne mon a - mi Peir - rot,

192

SOLO

193

, TUTTI

195

Pre - te moi ta plu - me pour e - crire un mot.

NO. 3.18 - HERE COMES THE BAND - Note the breath mark positions.

196 197 199

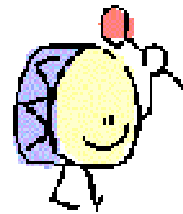
Mallets Low

Here comes the band, marching down from the hill top.

Timps

Drums

Aux. Perc



200 201 203

Whoops! Some-one dropped the bass drum, a gain.

Percussion Page 17C

204 205 207

Left! Left!, Left right left! Who will beat the time now?

208 209 211

Rat a tat. Johnn - y in his red coat. Left right left!

ALPHA NOTES

So far we have been able to see the name of a note which is written inside the note. This has been useful but, it is not the usual way of writing music. We should all be able to recognise each note by its position on the staff.

From here onwards, we will start to delete the Alpha Notes and, replace them with standard notes



NO.3.19 - HEAR THE BELLS

212 213 215

Mallets Low

Hear the bells ring in the town clock. The bells tell us it's O' clock.

Timps

Drums

Aux. Perc

216 217 219

Hear the bells count out the time, it must be O' Clock One, Two, Three.

NO. 3.20 - (You Give it a Name).....

221 223

Mallets Low

Timps

Drums

Aux. Perc

225 227

PIANO ACCOMPANIED SOLOS

A common method of performing a whole piece as a solo is to have a backing part which is played as an accompaniment part to the solo part. The most common method is to have a piano player (pianist) play the backing part. The pianist is said to accompany the soloist.

It is also becoming common for the accompaniment to be played digitally as e.g. a CD, Ipad or MP3 file. The accompaniment may also be played by a guitarist which is why Guitar Chords are also shown on the piano part.

It is also common for the solo part and accompaniment to be shown on the one part so that both players can see what the other player is doing. It is also common for the accompaniment to play a short passage before the soloist starts playing. This is called an Introduction and has been done for the the piano accompanied solos at Numbers 3.21, 3.23 and 3.25.

SOLO ONE

Solo with Piano Accompaniment

No. 3.21 - OFF TO BAND.

229 231 233

Mallets Low

Off to Band, here we go. Play all our

Timps

Off to Band, here we go. Play all our

Drums

Snare Drum

Bass Drum

Aux. Perc

Triangle

Tambourine

B♭ F7 B♭ C m7 B♭ F F7 B♭

Accomp

234 235 237

mus-ic notes. Play our songs, learn some more. Mak-ing mus-ic is such fun.

mus-ic notes. Play our songs, learn some more. Mak-ing mus-ic is such fun.

F Cm7 D Bb F F7 Bb F Bb F7 Bb

MEDLEY

A Medley is a group of tunes or songs, played one after the other, to form one larger piece of music.

REHEARSAL MARKS

You will in this medley, see some alpha characters in boxes, These are called "Rehearsal Marks". Bar numbers show exactly which bar we may be discussing, but as our tunes get longer, it is sometimes quicker to identify a section of the music by using these alpha reference boxes.

From this point onwards, the four percussion groups will be presented seperately.

First up is:
MALLETS

Mallets Low, Page 20B

NO. 3.22 - FIRST CONCERT MEDLEY

My First Song, When I make My Music, Down by the Station, Hot Cross Buns.

A My First Song

239 241

This is my first song, Play ing in my band,

243 245

With my friends I play, Truck loads more to learn.

B When I Make

249 251

When I make my mu - sic al - ways I feel good. When I make my

252 253

mu - sic bet - ter I will try to be.

C Percussion Soli

No "end barline"
go straight to
the next page

Mallets Low, Page 21

D Down by the Station

259

Down by the stat - ion ear - ly in the morn - ing.

261 263

See the lit - tle puf - fing bill - ies, all in a row.

E Hot Cross Buns

267

Hot cross buns, hot cross buns.

269 271

One a pen - ny two a pen - ny, hot cross buns.

F 275

If you have no Daugh - ters, give them to your sons.

277 279

One a pen - ny two a pen - ny, hot cross buns.

DOUBLE BARLINE

You may have noticed that at the beginning of each tune or song, there are two barlines. This is called a double barline and is different to an end barline. The double barline indicates that something is changing. In number 3.21, you should have noticed the double barline: where you start to play. In numbers 3.22 & 3.23, there are several double barlines which, in this case indicate the end of one song and the start of another.

SOLO TWO

NO. 3.23 - Solo Medley with Piano Accompaniment

My First Song, When I Make my Music, Down by the Station, Hot Cross Buns.

A My First Song

281 283 285 287

Soloist

Accomp-
niment

B When I Make

288 289 291 295

C Piano Solo

296 297 299 301

The musical score is presented in three systems. Each system has a Soloist staff (treble clef) and a Piano Accompaniment staff (grand staff). Section A, 'My First Song', starts at measure 281 and ends at 287. Section B, 'When I Make', starts at measure 288 and ends at 295. Section C, 'Piano Solo', starts at measure 296 and ends at 301. Chord diagrams with fingerings are provided for the piano part in each system.

D Down by the Station

305 307 309

Chord progression for 'Down by the Station': B♭, F, B♭, C, C m7, B♭, B♭, F, B♭, D m7, C m7, B♭. The score includes a treble clef with a melody line and a grand staff with piano accompaniment. Fingering numbers (234, 342, 1 3 4 1) and a 3fr. instruction are provided for the piano part.

E Hot Cross Buns

313 315 317

Chord progression for 'Hot Cross Buns': B♭, F, B♭, 7, B♭, B♭, A m7, B♭, C m7, E♭, B♭. The score includes a treble clef with a melody line and a grand staff with piano accompaniment. Fingering numbers (234, 342, 13 2 1, 1 3 4 1, 1243) and a 3fr. instruction are provided for the piano part.

F

321 323 325

Chord progression for section F: B♭, B♭ m7, C m7, F7, B♭, A°7, B♭, E♭, F7, B♭6, E♭ m6, B♭. The score includes a treble clef with a melody line and a grand staff with piano accompaniment. Fingering numbers (234, 324, 1 3 4 1, 1324, 1243, 3 2, x 3 2) are provided for the piano part.

Mallets Low, Page 24

NO. 3.24 - FIRST CONCERT MEDLEY, Number 2 Rain is Falling Down, Hear the Bells Ring, Au Claire, Here Comes the Band.

A Rain

329

Rain is fall - ing down. Rain is fall - ing down.

331

Pit - ter pat - ter pit - ter pat - ter, rain is fall - ing down.

B Hear the Bells Ring

337

Hear the bells ring in the town clock. The bells tell us it's O' clock.

339

Hear the bells count out the time, it must be O' Clock

C Percussion Soli

342 343 345

One, Two, Three.

Mallets Low, Page 25

D Au Claire De La Lune

347 349

Au clair de la lune mon ami Peir - rot,

350 351 353

Pre - te moi ta plu - me pour e - crire un mot.

This musical score is for the French phrase 'Pre-te moi ta plu-me pour e-crire un mot.' It is written on a single staff with a treble clef. The melody consists of eighth and quarter notes. The lyrics are written below the staff, aligned with the notes. Measure numbers 350, 351, and 353 are indicated above the staff. A comma is placed above the staff between measures 351 and 353. The phrase ends with a double bar line and a repeat sign.

E Here Comes the Band

Here comes the band, march ing down from the hill top.

Mallets Low, Page 26

SOLO THREE (First Concert Medley No. 2) NO. 3.24 - Solo Medley with Piano Accompaniment

My First Song, Hear the Bells, Au De Claire, Here Comes the Band

A Rain

Soloist

Accompanist

362 363 365 367

368 369 371 373

B Hear the Bells Ring

375 377 379

Mallets Low, Page 27

C Piano Solo

D Au Claire De La Lune

380 381 383

387 389 391

E Here Comes the Band

395 397 399

SOLO FOUR
NO. 3.26 - Solo with Piano Accompaniment 4
MARCHING OUT

NB - No breath marks so, breathe only at the rests.

A

401 403 405

Soloist

Accompanist

Cm7 3fr. Dm Cm Bb Bb Cm Bb Bb F7

407 409 411

Bb F Bb F Bb F7 Bb F7 Dm F7 Bb Bb Dm7 Bb

B 413 415 417

Dm Eb Dm7 Bb D Cm2 Dm7 Bb Eb F7 Cm7 3fr.

Mallets Low, Page 29

419 C 421 423

B $\flat$ Cm B $\flat$ Dm B $\flat$ F7 B $\flat$ B $\flat$ B $\flat$

425 D 427

B $\flat$ B $\flat$ Cm9 F Gm7 F7 F6 B $\flat$ B $\flat$ E $\flat$ Dm Cm2

430 431 433 435

B $\flat$ Cm7 F Cm7 F Dm Cm Dm7 Cm7 B $\flat$ B $\flat$ Cm B $\flat$ A $^{\circ}$ 7 B $\flat$

TIMPANI

NO. 3.22 - FIRST CONCERT MEDLEY

My First Song, When I make My Music, Down by the Station, Hot Cross Buns.

A My First Song

239 241

This is my first song, Play ing in my band,

243 245

With my friends I play, Truck loads more to learn.

B When I Make

249

When I make my mu - sic al - ways I feel good.

251 253

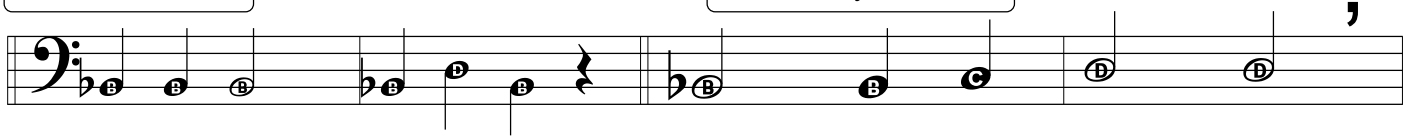
When I make my mu - sic bet - ter I will try to be.

No "end barline"
go straight to
the next page

Timpani Page 21

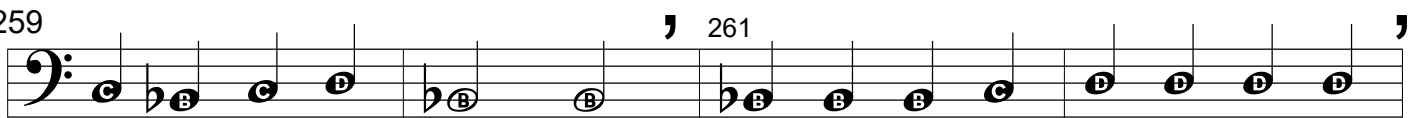
C Percussion Soli

D Down by the Station



Down by the stat - ion

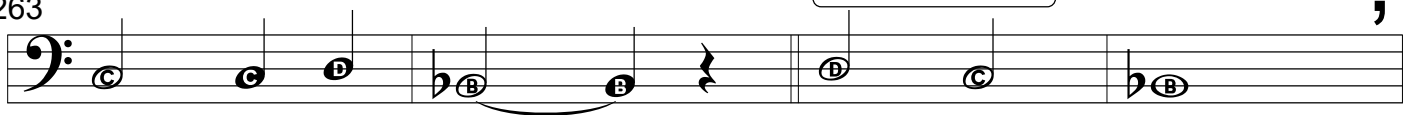
259



ear - ly in the morn - ing. See the lit - tle puf - fing bill - ies,

263

E Hot Cross Buns



all in a row. Hot cross buns,

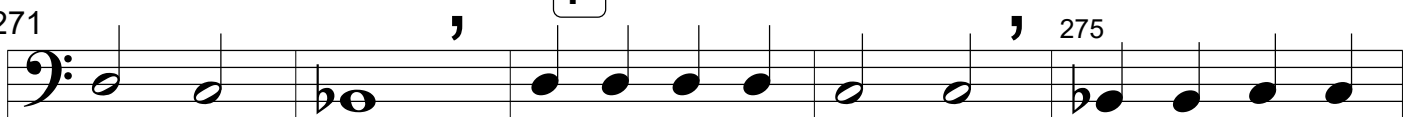
267



hot cross buns. One a pen - ny two a pen - ny,

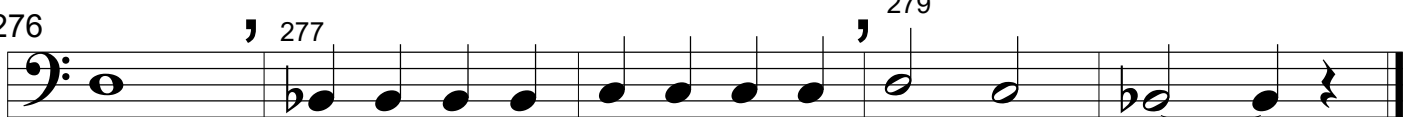
271

F



hot cross buns. If you have no Daugh - ters, give them to your

276



sons. One a pen - ny two a pen - ny, hot cross buns.

DOUBLE BARLINE

You may have noticed that at the beginning of each tune or song, there are two barlines. This is called a double barline and is different to an end barline. The double barline indicates that something is changing. In number 3.21, you should have noticed the double barline: where you start to play. In numbers 3.22 & 3.23, there are several double barlines which, in this case indicate the end of one song and the start of another.

SOLO TWO

NO. 3.23 - Solo Medley with Piano Accompaniment
My First Song, When I Make my Music, Down by the Station, Hot Cross Buns.

A My First Song

281 283 285 287

Soloist

Accomp-
niment

Chords: Bb, D, F, Dm7, Cm7, G4, Bb, F7, Bb, Bb, F, F7

B When I Make

288 289 291 295

Chords: F, Bb, Bb, F7, Bb, Bb, F, Dm7, F, Bb

C Piano Solo

296 297 299 301

Chords: F, Bb, F, Bb, F, F7, Bb, Dm7, Gm7, Cm7, Bb4, F7, Bb, F, Bb, Cm7, Bb, F

Timpani Page 23

D Down by the Station

305 307 309

B $\flat$ F B $\flat$ C Cm7 B $\flat$ B $\flat$ F B $\flat$ Dm7 Cm7 B $\flat$

E Hot Cross Buns

313 315 317

B $\flat$ F B $\flat$ 7 B $\flat$ B $\flat$ Am7 B $\flat$ Cm7 E $\flat$ B $\flat$

F

321 323 325

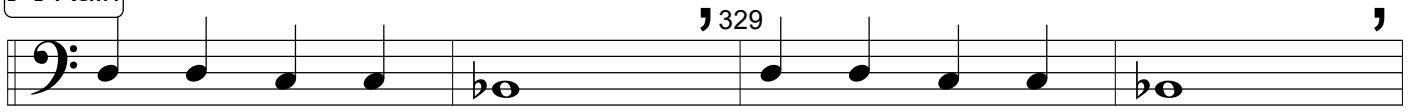
B $\flat$ B $\flat$ m7 Cm7 F7 B $\flat$ A $^{\circ}$ 7 B $\flat$ E $\flat$ F7 B $\flat$ 6 E $\flat$ m6 B $\flat$

Timpani Page 24

NO. 3.24 - FIRST CONCERT MEDLEY, Number 2

Rain is Falling Down, Hear the Bells Ring, Au Claire, Here Comes the Band.

A Rain



329

Rain is fall - ing down. Rain is fall - ing down.



331 333

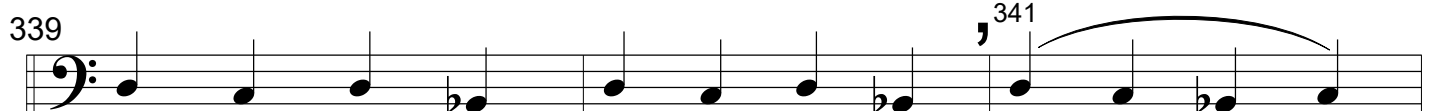
Pit - ter pat - ter pit - ter pat - ter, rain is fall - ing down.

B Hear the Bells Ring



337

Hear the bells ring in the town clock. The bells tell us it's O' clock.



339 341

Hear the bells count out the time, it must be O' Clock

C Percussion Soli



342 343 345

One, Two, Three.

D Au Claire De La Lune

347 349

Au clair de la lu - ne mon a - mi Peir - rot,

350 351 353

Pre - te moi ta plu - me pour e - crire un mot.

E Here Comes the Band

355 357

Here comes the band, march ing down from the hill top.

358 359 361

Whoops! Some - one dropped the bass drum, a gain.

SOLO THREE (First Concert Medley No. 2)
NO. 3.24 - Solo Medley with Piano Accompaniment

My First Song, Hear the Bells, Au De Claire, Here Comes the Band

A Rain

362 363 365 367

Soloist

Accompanist

368 369 371 373

B Hear the Bells Ring

375 377 379

Chord diagrams for Soloist part:

- 362: Bb (2 3 4)
- 363: F (3 4 2)
- 364: Bb (2 3 4)
- 365: Dm7 (x o o 3 2 1)
- 366: Cm7 (1 3 4 1) 3fr.
- 367: Bb (2 3 4)
- 368: Bb (2 3 4)
- 369: F7 (3 2)
- 370: Bb (2 3 4)
- 371: F7 (3 2)
- 372: Bb (2 3 4)
- 373: Cm7 (1 3 4 1) 3fr.
- 374: Bb (2 3 4)
- 375: F7 (3 2)
- 376: Bb (2 3 4)
- 377: Bb (2 3 4)
- 378: F7 (3 2)
- 379: Bb (2 3 4)

Timpani Page 27

C Piano Solo

D Au Claire De La Lune

380 381 383

387 389 391

E Here Comes the Band

395 397 399

Timpani Page 28

SOLO FOUR

NO. 3.26 - Solo with Piano Accompaniment 4

MARCHING OUT

NB - No breath marks so, breathe only at the rests.

A

401 403 405

Soloist

Accompanist

Cm7 3fr. Dm Cm Bb Bb Cm Bb Bb F7

407 409 411

Bb F Bb F Bb F7 Bb F7 Dm F7 Bb Bb Dm7 Bb

B

413 415 417

Dm Eb Dm7 Bb D Cm2 Dm7 Bb Eb F7 Cm7 3fr.

C

419 421 423

D

425 427

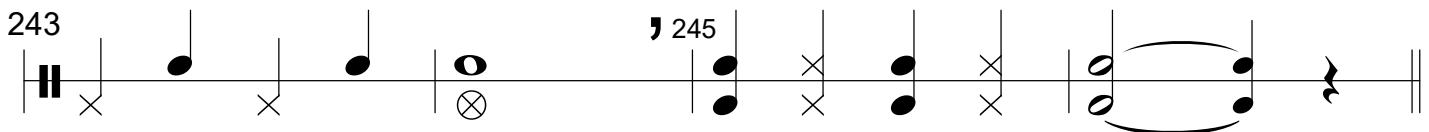
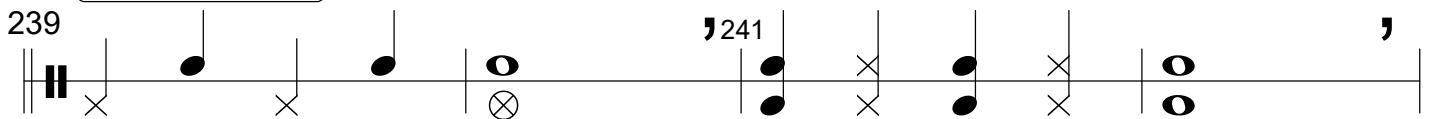
431 433 435

DRUMS

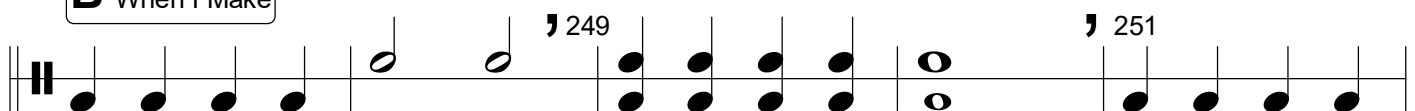
NO. 3.22 - FIRST CONCERT MEDLEY

My First Song, When I make My Music, Down by the Station, Hot Cross Buns.

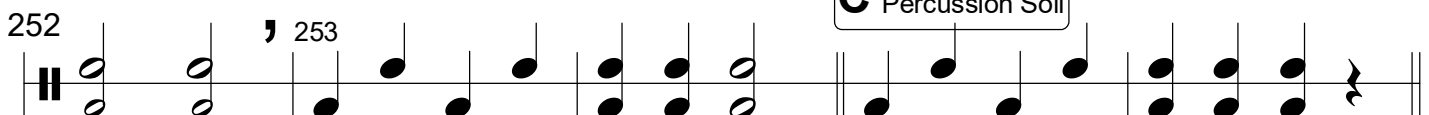
A My First Song



B When I Make



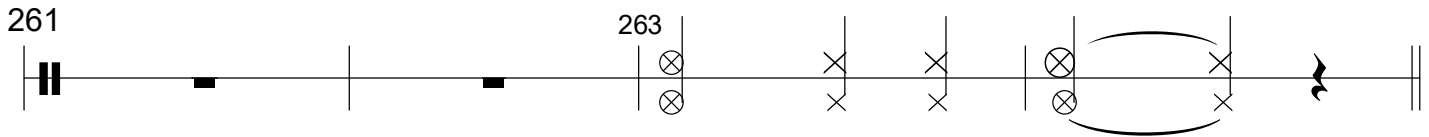
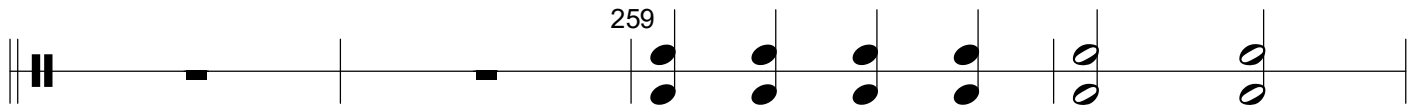
C Percussion Soli



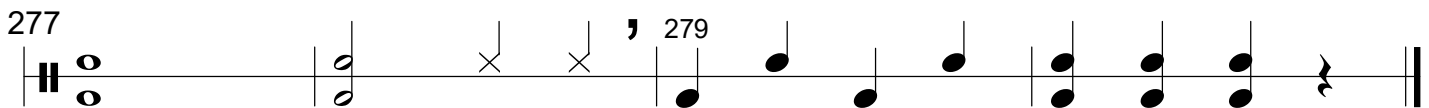
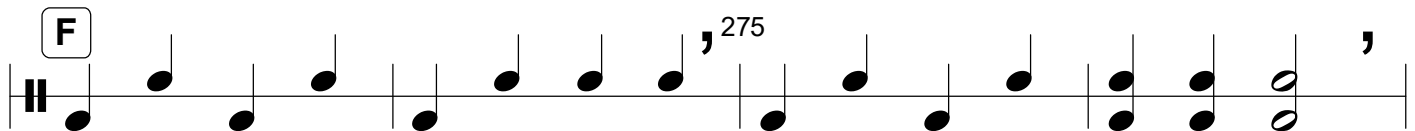
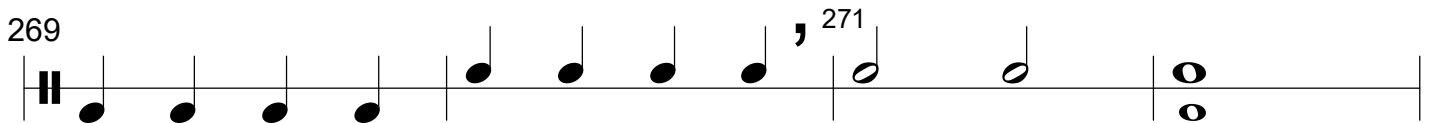
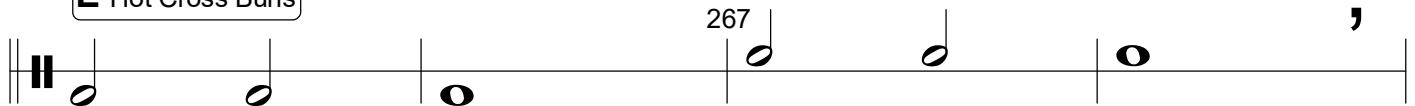
No "end barline"
go straight to
the next page

DRUMS Page 21

D Down by the Station



E Hot Cross Buns



DOUBLE BARLINE

You may have noticed that at the beginning of each tune or song, there are two barlines. This is called a double barline and is different to an end barline. The double barline indicates that something is changing. In number 3.21, you should have noticed the double barline where you start to play. In numbers 3.22 & 3.23, there are several double barlines which, in this case indicate the end of one song and the start of another.

D Down by the Station

305 307 309

310 313 315 317

E Hot Cross Buns

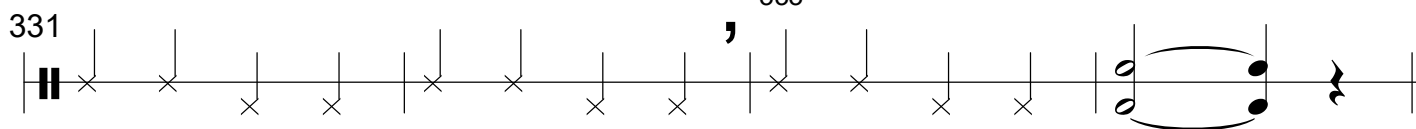
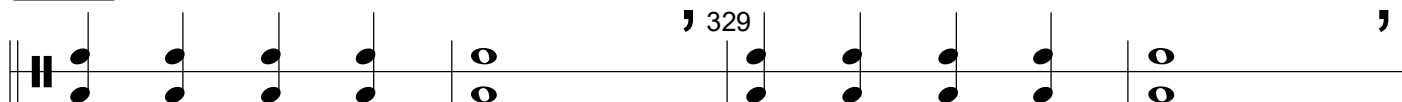
321 323 325

F

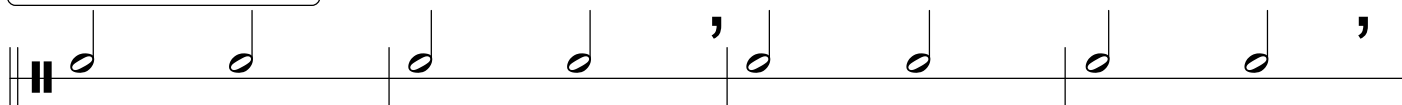
NO. 3.24 - FIRST CONCERT MEDLEY, Number 2

Rain is Falling Down, Hear the Bells Ring, Au Claire, Here Comes the Band.

A Rain



B Hear the Bells Ring

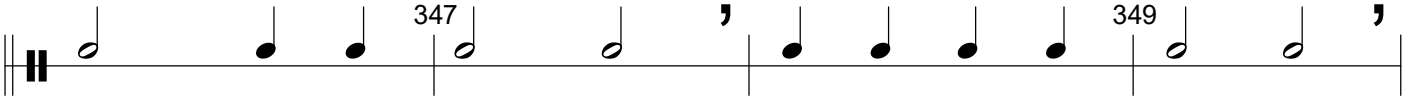


C Percussion Soli

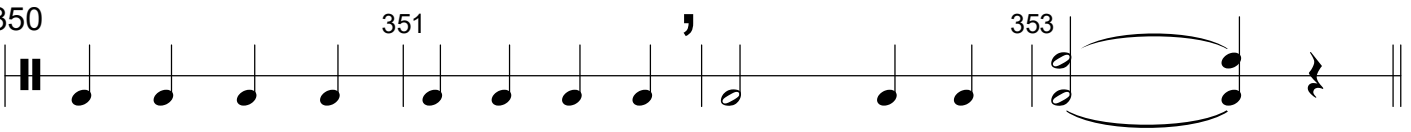


DRUMS Page 25

D Au Claire De La Lune



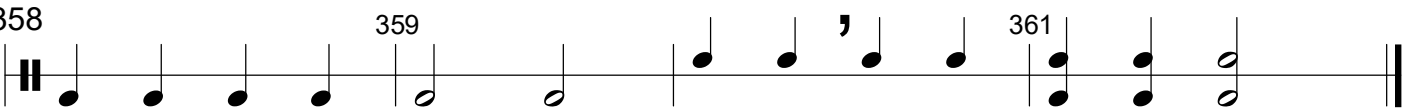
350



E Here Comes the Band



358



SOLO THREE (First Concert Medley No. 2)
NO. 3.24 - Solo Medley with Piano Accompaniment

My First Song, Hear the Bells, Au De Claire, Here Comes the Band

A Rain

362 363 365 367

Soloist

Accompanist

B $\flat$ F B $\flat$ D m7 C m7 F B $\flat$ B $\flat$ F7 B $\flat$

368 369 371 373

B $\flat$ F7 B $\flat$ F7 B $\flat$ C m7 B $\flat$ F7 B $\flat$

B Hear the Bells Ring

375 377 379

B $\flat$ F B $\flat$ F7 B $\flat$

C Piano Solo

D Au Claire De La Lune

380 381 383

B $\flat$ Fm4 B $\flat$ B $\flat$ F B $\flat$ F B $\flat$ F7

387 389 391

B $\flat$ F7 B $\flat$ B $\flat$ Gm Gm7 F7 B $\flat$ C m7 B $\flat$

E Here Comes the Band

395 397 399

B $\flat$ F B $\flat$ F F7 B $\flat$ F C m7 F B $\flat$ B $\flat$

SOLO FOUR
NO. 3.26 - Solo with Piano Accompaniment 4
MARCHING OUT'

NB - No breath marks so, breathe only at the rests.

A

401 403 405

Soloist

Accompanist

407 409 411

B

413 415 417

Chord diagrams and notes are provided for the Soloist and Accompanist parts. The Soloist part includes measures 401, 403, 405, 407, 409, and 411. The Accompanist part includes measures 401, 403, 405, 407, 409, 411, 413, 415, and 417. Chord diagrams are provided for many of the chords. The Soloist part includes measures 401, 403, 405, 407, 409, and 411. The Accompanist part includes measures 401, 403, 405, 407, 409, 411, 413, 415, and 417.

419 C 421 423

Chords: B $\flat$, Cm, B $\flat$, Dm, B $\flat$, F7, B $\flat$, B $\flat$, B $\flat$

Fingerings: 2 3 4, 1 3 4 2 1, 3fr., 2 3 4, 1 3 4 2 1, 3 2, 2 3 4, 2 3 4, 2 3 4

425 D 427

Chords: B $\flat$, B $\flat$, Cm9, F, Gm7, F7, F6, B $\flat$, B $\flat$, E $\flat$, Dm, Cm 2

Fingerings: 2 3 4, 2 3 4, 3 4 2, 1 3 2 1, 3fr., 3 2, xx 3 2 4 1, 2 3 4, 2 3 4, 1 2 4 3, 6, 3fr.

430 431 433 435

Chords: B $\flat$, Cm7, F, Cm7, F, Dm, Cm, Dm7, Cm7, B $\flat$, B $\flat$, Cm, B $\flat$, A $^{\circ}$ 7, B $\flat$

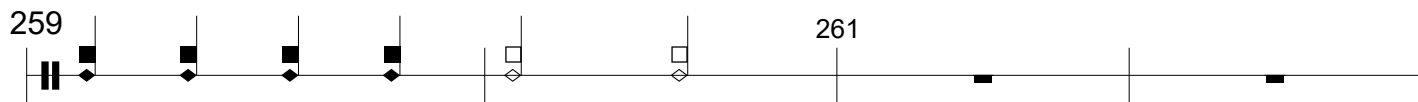
Fingerings: 2 3 4, 1 3 4 1, 3fr., xx 3 2 4 1, 1 3 4 1, 3fr., 3 4 2, 1 3 4 2 1, 3fr., 1 3 4 1, 2 3 4, 2 3 4, 1 3 4 2 1, 2 3 4, 1 3 2 4, 2 3 4

My First Song, When I make My Music, Down by the Station, Hot Cross Buns.

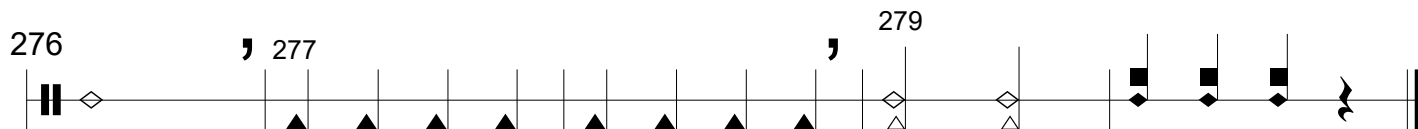
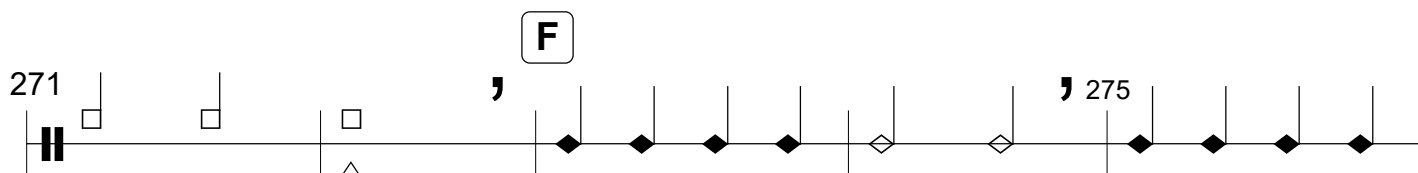
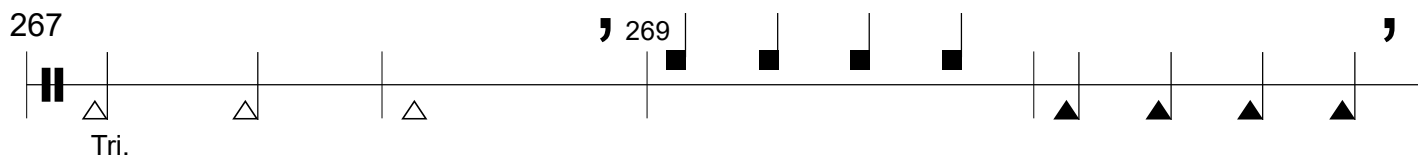
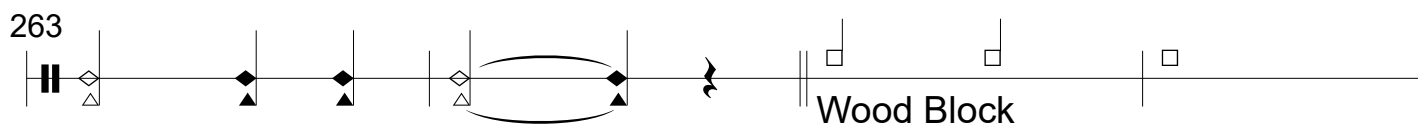
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D Down by the Station



E Hot Cross Buns



DOUBLE BARLINE

You may have noticed that at the beginning of each tune or song, there are two barlines. This is called a double barline and is different to an end barline. The double barline indicates that something is changing. In number 3.21, you should have noticed the double barline: where you start to play. In numbers 3.22 & 3.23, there are several double barlines which, in this case indicate the end of one song and the start of another.

SOLO TWO

NO. 3.23 - Solo Medley with Piano Accompaniment

My First Song, When I Make my Music, Down by the Station, Hot Cross Buns.

A My First Song

281 283 285 287

Soloist

Accompniment

B $\flat$ D F Dm7 C m7 G4 B $\flat$ F7 B $\flat$ B $\flat$ F F7

234 xon321 3 2 xon321 1 3 4 1 xon321 234 3 2 234 342 3 2

B When I Make

288 289 291 295

F B $\flat$ B $\flat$ F7 B $\flat$ B $\flat$ F Dm7 F B $\flat$

342 234 234 3 2 234 234 342 xon321 342 234

C Piano Solo

296 297 299 301

F B $\flat$ F B $\flat$ F F7 B $\flat$ Dm7 Gm7 C m7 B $\flat$ F7 B $\flat$ F B $\flat$ C m7 B $\flat$ F

342 234 342 234 342 3 2 234 xon321 1 3 2 1 1 3 4 1 234 1 3 4 1 234 342 234 1 3 4 1 234 342 3 2

D Down by the Station

305 307 309

B $\flat$ F B $\flat$ C C m7 B $\flat$ B $\flat$ F B $\flat$ D m7 C m7

234 342 234 342 1 3 4 1 3fr. 234 234 342 234 x 3 2 1 1 3 4 1 3fr.

E Hot Cross Buns

310 313 315 317

WB Tri.

B $\flat$ B $\flat$ F B $\flat$ 7 B $\flat$ B $\flat$ A m7 B $\flat$ C m7

234 234 342 234 13 2 1 234 234 x 3 2 1 234 1 3 4 1 3fr.

F

318 321 323 325

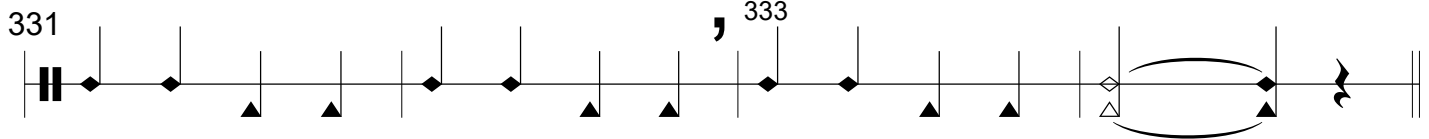
E $\flat$ B $\flat$ B $\flat$ B $\flat$ m7 C m7 F7 B $\flat$ A $\circ$ 7 B $\flat$ E $\flat$ F7 B $\flat$ 6 E $\flat$ m6 B $\flat$

1243 234 234 324 1 3 4 1 3 2 234 1324 234 1243 3 2 x 3 2 234

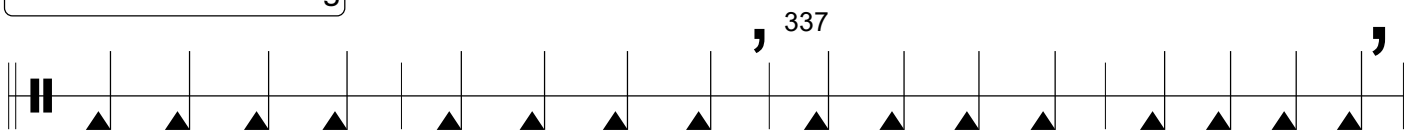
NO. 3.24 - FIRST CONCERT MEDLEY, Number 2

Rain is Falling Down, Hear the Bells Ring, Au Claire, Here Comes the Band.

A Rain



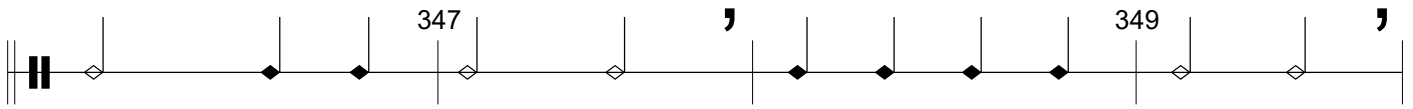
B Hear the Bells Ring



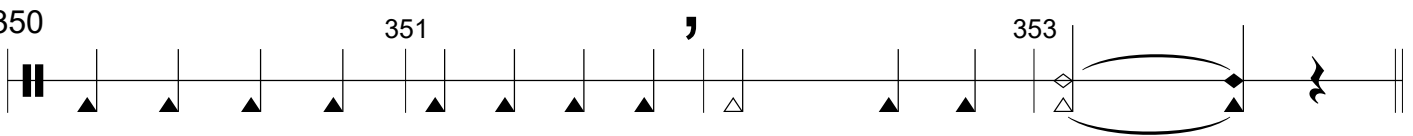
C Percussion Soli



D Au Claire De La Lune



350



E Here Comes the Band



358



SOLO THREE (First Concert Medley No. 2)
NO. 3.24 - Solo Medley with Piano Accompaniment

My First Song, Hear the Bells, Au De Claire, Here Comes the Band

A Rain

362 363 365 367

Soloist

Accompanist

368 369 371 373

B Hear the Bells Ring

375 377 379

C Piano Solo

D Au Claire De La Lune

380 381 383

B $\flat$ Fm4 B $\flat$ B $\flat$ F B $\flat$ F B $\flat$ F7

387 389 391

B $\flat$ F7 B $\flat$ B $\flat$ Gm Gm7 F7 B $\flat$ Cm7 B $\flat$

E Here Comes the Band

395 397 399

B $\flat$ F B $\flat$ F F7 B $\flat$ F Cm7 F B $\flat$ B $\flat$

AUX Page 28
 SOLO FOUR
 NO. 3.26 - Solo with Piano Accompaniment 4
 MARCHING OUT

NB - No breath marks so, breathe only at the rests.

A

401 403 405

Soloist

Accompanist

Cm7 3fr. Dm Cm 3fr. Bb Bb Cm 3fr. Bb Bb Bb F7

407 409 411

Bb F Bb F Bb F7 Bb F7 Dm F7 Bb Bb Dm7 Bb

B

413 415 417

Dm Eb Dm7 Bb D Cm2 Dm7 Bb Eb F7 Cm7 3fr.

AUXILIARY
 PERCUSSION

C

419 421 423

B $\flat$ Cm B $\flat$ Dm B $\flat$ F7 B $\flat$ B $\flat$ B $\flat$

D

425 427

B $\flat$ B $\flat$ Cm9 F Gm7 F7 F6 B $\flat$ B $\flat$ E $\flat$ Dm Cm2

430 431 433 435

B $\flat$ Cm7 F Cm7 F Dm Cm Dm7 Cm7 B $\flat$ B $\flat$ Cm B $\flat$ A $^{\circ}7$ B $\flat$

Percussion Page 30A

WHAT HAVE WE LEARNT?

NO. 3.27 - (you give it a title)

Using the notes you know, create your own composition - remember, exactly 4 counts to a bar.

	436	437	439
Mallets			
Timps			
Drums			
Aux. Perc			

KNOWLEDGE CHECK.

(A) Name the following shapes

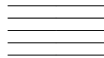
(i) 

(ii) 

(iii) 

(iv) 

(v) 

(vi) 

(vii) 

(viii) Tacet

(ix) Soli

(x) 

(xi) Tutti

(xii) 

(xiii) Solo

(xiv) 

(B) Below the following notes, write their names and, its no of counts.
The answers to the first note are given as an example.

440

Mallets

Minim.....
...D.....
...2.....

Timps

Minim.....
...D.....
...2.....

Drums

Minim.....
...Snare Drum.....
...2.....

Aux. Perc

Minim.....
...Triangle.....
...2.....

(C) PERFORMANCE & COMPOSITION

(i) As a soloist, perform a smooth stable note for 6 seconds

(ii) As a soloist, perform No.3.23, 3.25 or 3.26

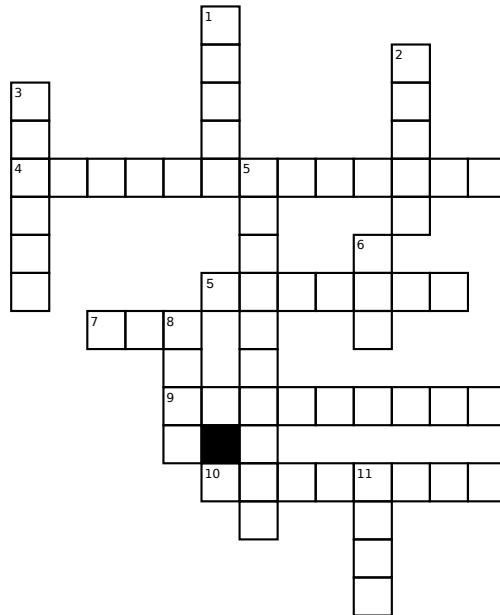
(iii) Posture, arm and hand positions

(iv) Composition at No. 3.27 above (v) Care of instrument

CONGRATULATIONS

YOU HAVE COMPLETED STAGE THREE OF YOUR FIRST CONCERT PREPARATION.
NOW LET'S FINISH THE OTHER STAGES!

Stage Three Crossword Puzzle



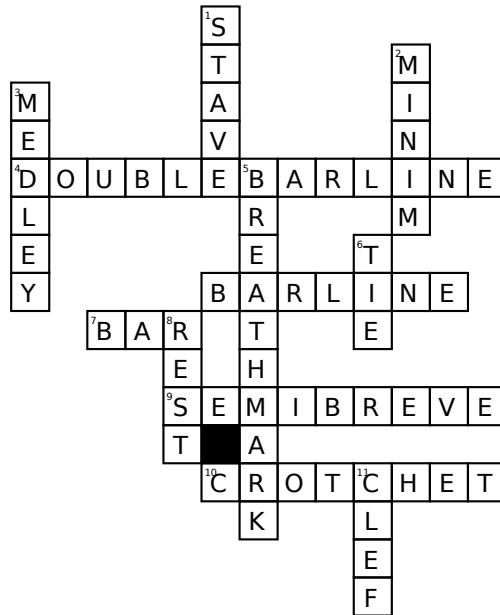
Down:

1. The five line on which we write our music
2. A two count note
3. a group of small tunes played together
5. Shows where we should breath
6. Joins two notes to make one new note
8. Where we don't play
11. Gives the names to the lines an spaces

Across:

4. Shows that something is changing in the music
5. Divides the music in small sections
7. Small section of 4 counts
9. A four count note
10. A one count note

Stage Three Crossword Puzzle



Down:

1. The five line on which we write our music
2. A two count note
3. a group of small tunes played together
5. Shows where we should breath
6. Joins two notes to make one new note
8. Where we don't play
11. Gives the names to the lines an spaces

Across:

4. Shows that something is changing in the music
5. Divides the music in small sections
7. Small section of 4 counts
9. A four count note
10. A one count note