

JUST PLAY

Additional Notes for Lessons 4 to 8

Note: 'Student Tip' denotes a piece of text to be inserted into the individual part scores while 'Teacher Tip' refers to text for insertion into the conductor's score.

*Another Note: As discussed with the rest of the team, there will now be **13 part scores**: Flute, Oboe, Bassoon, Clarinet in Bb, Alto Saxophone, Tenor Saxophone, French Horn in F, Trumpet in Bb, Trombone, Euphonium, Tuba, Double Bass and Percussion (which will encompass both mallet and unpitched percussion).*

Lesson 4

1. The Ancient Banyan Tree

- Insert fingering/slide/fingerboard (for Double Bass) diagrams for the following new pitches into the individual part scores:
 - Flute/Oboe: D5, C5
 - Clarinet: A4, C4
 - Bassoon: G5, Bb2
 - Alto Sax: E5, D5
 - Tenor Sax: E5, D5
 - Trumpet: A4, C4
 - Horn: A4, G4
 - Trombone/Euphonium/Double Bass: G3, Bb2
 - Tuba: G2, Bb1
 - Mallets: D, C
- Insert Up and Down Bow marking diagrams
- Insert following texts:
 - *Teacher Tip*: From here on, the Alto Sax joins Group 2. Quavers are also introduced for the first time for unpitched percussion, and bow markings now appear in the double bass part where necessary.

2. The Old and Grand Cruise Ship

- N.A.

3. The Tiger and the Cat

- Insert following text:
 - *Teacher Tip*: The dynamic levels 'forte' and 'piano' make their first appearance here.

4. Holes Everywhere

- Insert following text:

- *Teacher Tip:* The entire band plays in complete unison for the very first time here.

5. The Elevator is Spoilt

- N.A.

6. A Quiet Afternoon

- N.A.

7. Breath Challenge!

- Insert following text:
 - *Teacher Tip:* This is another exercise where the winds, strings and mallets of the band play in complete unison.
 - *Student Tip:* Can you play this in just two breaths?

Lesson 5

1. Mount Kinabalu

- Insert following text:
 - *Teacher Tip:* Metronome markings appear for the first time here.

2. Basketball Game

- N.A.

3. Soap Opera

- Insert following text:
 - *Teacher Tip:* Introduce the concept of 'Call and Response' here.

4. Another Quiet Afternoon

- Insert following text:
 - *Teacher Tip:* Ensure students change notes smoothly even as the music comes across as slow.

5. Hopscotch

- Insert following text:
 - *Student Tip:* New time signature: 3/4! This means that there will be 3 crotchet beats in a bar instead of the usual 4.
 - *Teacher Tip:* 3/4 time signature appears for the first time here.

6. Big Rabbits and Small Bunnies

- Insert following text:
 - o *Student Tip:* Always check the time signature before playing!

7. Monday Blues

- o N.A.

Lesson 6

1. The Attack of the Pontianak

- Insert fingering/slide/fingerboard (for Double Bass) diagrams for the following new pitches into the individual part scores:
 - o Flute/Oboe: Eb5
 - o Clarinet: B3
 - o Bassoon: A3
 - o Alto Sax: F#5
 - o Tenor Sax: F5
 - o Trumpet: B4
 - o Horn: Bb4
 - o Trombone/Euphonium/Double Bass: A3
 - o Tuba: A2
 - o Mallets: Eb
- Insert 'flam' diagram for percussion only
- Insert following text:
 - o *Teacher Tip:* Briefly explain what the interval of a tritone is. Also, the drum rudiment 'flam' is introduced here for percussion
 - o *Student Tip:* Can you remember the difference between a semibreve and minim rest?

2. Dancing at the Void Deck

- Insert single quaver and beamed quaver (2 quavers) diagrams.
- Insert following text:
 - o *Teacher Tip:* Teach the concept of a quaver note value here.
 - o *Student Tip:* Quavers (or eighth notes) are half the duration of a crotchet. Two quavers make up one crotchet. How many quavers make up one minim?

3. Rhythm Mix 3

- Insert fingering/slide/fingerboard (for Double Bass) diagrams for the following new pitches into the individual part scores:

- Clarinet: A3
- Insert following text:
 - *Teacher Tip:* Clarinets join group 1 in this exercise. They also have a new note here: A3. Canon is also used here.
- 4. Slow Escalator
 - N.A.
- 5. Quivering Quavers
 - Insert following text:
 - *Teacher Tip:* The wider leap of a 4th is introduced here. Clarinets also join Group 2 again here.
- 6. Cycling Uphill
 - Insert following text:
 - *Teacher Tip:* Clarinets have their rests at a different place (bar 6) from the rest of the band. Mallet percussion has a full Bb major scale.
- 7. Sea Breeze
 - Insert following text:
 - *Student Tip:* How steadily can you play your notes throughout this entire exercise?

Lesson 7

1. The Gates of the Istana
 - Insert following text:
 - *Teacher Tip:* For most of this Lesson, Clarinets play a variation of the Group 2 melody.
2. Dancing at the Void Deck
 - *Teacher Tip:* This is the first time that there are 16 bars in a single exercise, and serves as a prelude to syncopated rhythms (short-long-short)
3. Earthworms
 - Insert following text:

- *Teacher Tip:* Syncopation in the form of quaver – crotchet – quaver is introduced for the first time here, in the final two bars of the exercise.

4. Dog Park

- Insert following text:
 - *Teacher Tip:* More of the same syncopated rhythm is used here. It is notated in a non-conventional manner, where the syncopated crotchet is notated as two-tied quavers. This exercise also introduces ties for the first time.
 - *Student Tip:* Ties are not the same as slurs – ties prolong notes of the same pitch, often across barlines!

5. Trick or Treat

- Insert following text:
 - *Teacher Tip:* If the percussionist is playing on a snare drum, ask them to turn off the snare for this exercise. The rest of the band should be made aware of this change in tone colour and how it is effected.

6. Don't Step on the Spider!

- N.A.

7. Pop Music Concert

- Insert following text:
 - *Teacher Tip:* Clarinets play a variation of the Group 1 melody in the final exercise of this lesson.

Lesson 8

1. Setting Sail

- Insert fingering/slide/fingerboard (for Double Bass) diagrams for the following new pitches into the individual part scores:
 - Flute/Oboe: F5
 - Clarinet: G3
 - Bassoon: Bb3
 - Alto Sax: G5
 - Tenor Sax: G5
 - Trumpet: C5
 - Horn: C5
 - Trombone/Euphonium/Double Bass: Bb3
 - Tuba: Bb2
 - Mallets: F

- Insert 'paraddidle' diagram for percussion only
- Insert following text:
 - *Teacher Tip:* Clarinets join Group 1 for this lesson. The drum rudiment 'paraddidle' (RLRR LRLl) is introduced in this lesson.

2. Playing in the Rain

- N.A.

3. Playing in the Rain (Reprise)

- Insert following text:
 - *Teacher Tip:* This reprise of 'Playing in the Rain' transforms the syncopated tied quavers into crotchets, which is the standard way of writing this rhythm. There is actually no change in the music between exercises 2 and 3!

4. At the Restaurant

- N.A.

5. Ikan Kekek (the whole thing now)

- Insert following text:
 - *Teacher Tip:* Ask the percussionists to turn off the snare if they are using a snare drum for this exercise.
 - *Student Tip:* 'Ikan Kekek' is a folk song believed to have originated from the Malay archipelago, and uses 'pantuns' (a poetic device) in its lyrics. These lyrics contain life advice such as 'it's alright to be slow as long as it is safe' and more.

6. After You

- Insert following text:
 - *Teacher Tip:* Use this exercise to teach the concept of 'canon' – try splitting the band into two groups and have one group begin one bar after the other! Also help the percussionist(s) to apply paradiddle sticking to this exercise if they are still unsure how to do so on their own.

7. Water Park

- N.A.

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