Phase 1

-Lesson 1-

1. Play and Pause

Teach the concept of a semibreve note and a semibreve rest.

Also reinforce good posture and breathing skill.

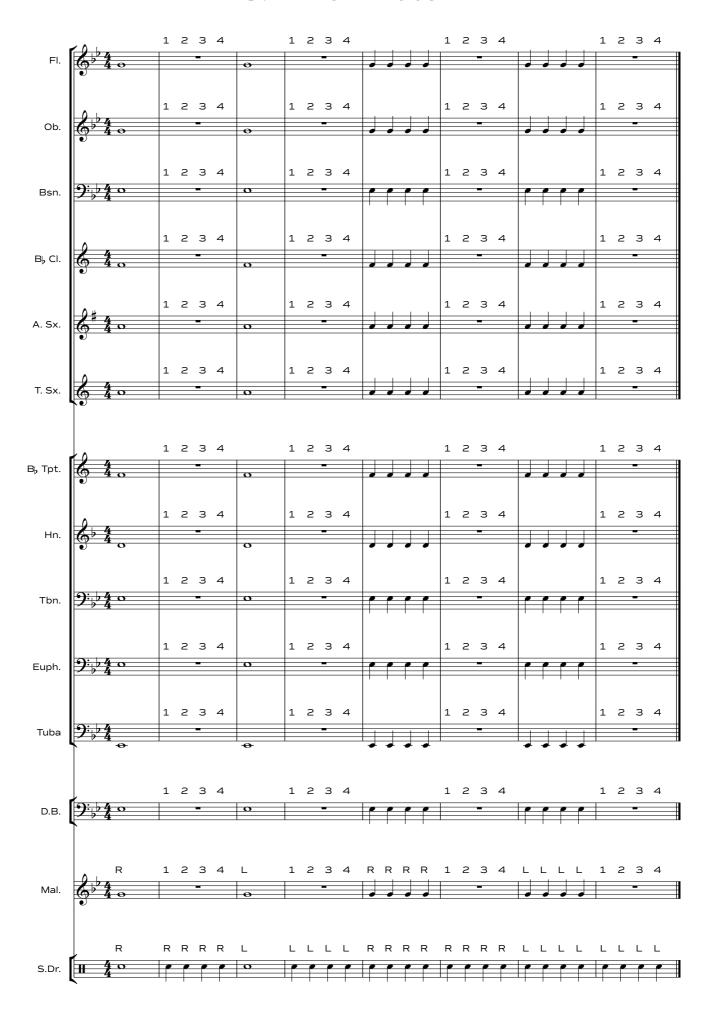
Students should count along as they play.						
	. A .	1 2 3 4	1 2		1 2 3 4	1 2 3 4
Flute	6,4	-	0	- 0	-	0 -
Flute	9 4					
	1	1 2 3 4	1 2	3 4	1 2 3 4	1 2 3 4
Oboe	6,740	-	0	- 0	-	0
		1 2 3 4	1 2	3 4	1 2 3 4	1 2 3 4
Rassoon	9: 54 0		o	. 0	_	0 -
		1 2 2 4	1 2	2 4		1 2 2 4
		1 2 3 4	1 2	3 4	1 2 3 4	1 2 3 4
Clarinet in B _b	6 4 0	-	o	0	-	е -
	۸ 4	1 2 3 4	1 2	3 4	1 2 3 4	1 2 3 4
Alto Sax	6 40	-	o	• 0	-	e -
		1 2 3 4				
		1 2 3 4	1 2	3 4	1 2 3 4	1 2 3 4
Tenor Sax	6 4 0	-	0	• 0	-	о -
			1 2	2 4	1 2 2 1	1 2 2 4
	f 0 .	1 2 3 4	1 2	3 4	1 2 3 4	1 2 3 4
Trumpet in B	6 40	-	o	•	-	0
		1 2 3 4	1 2	3 4	1 2 3 4	1 2 3 4
Horn in F	6, 4	-		_	-	-
	640		0	•		0
		1 2 3 4	1 2	3 4	1 2 3 4	1 2 3 4
Trombone	9: 54 0	-	0	• 0	-	0 -
	, ,					
		1 2 3 4	1 2	3 4	1 2 3 4	1 2 3 4
Euphonium	9:,,40		0	• o		0 -
Euprioriium						
						1 2 3 4
		1 2 3 4	1 2	3 4	1 2 3 4	1 2 3 4
Tuba	プ _ラ 4	-		-	-	0
,			O	G		O .
		1 2 3 4	1 2	3 4	1 2 3 4	1 2 3 4
Double Bass	9: , 4 0	-	o	<u> </u>	-	0 -
Double Bass	L 2 + 4					
	_ L	1 2 3 4	R 12	3 4 L	1 2 3 4	R 1234
Mallets	2 4	-		-	-	-
Mancis	4 0	1		0		
		1 2 2 4	D 1 0	2 4 .	1 2 3 4	R 1 2 3 4
Percussion		1 2 3 4 	K 1 2	5 4 L	1 2 3 4	K 1 2 3 4
Percussion (Snare Drum)		-		- 0	-	•
	•					

2. Crotchets

Teach basic tonguing skill here.

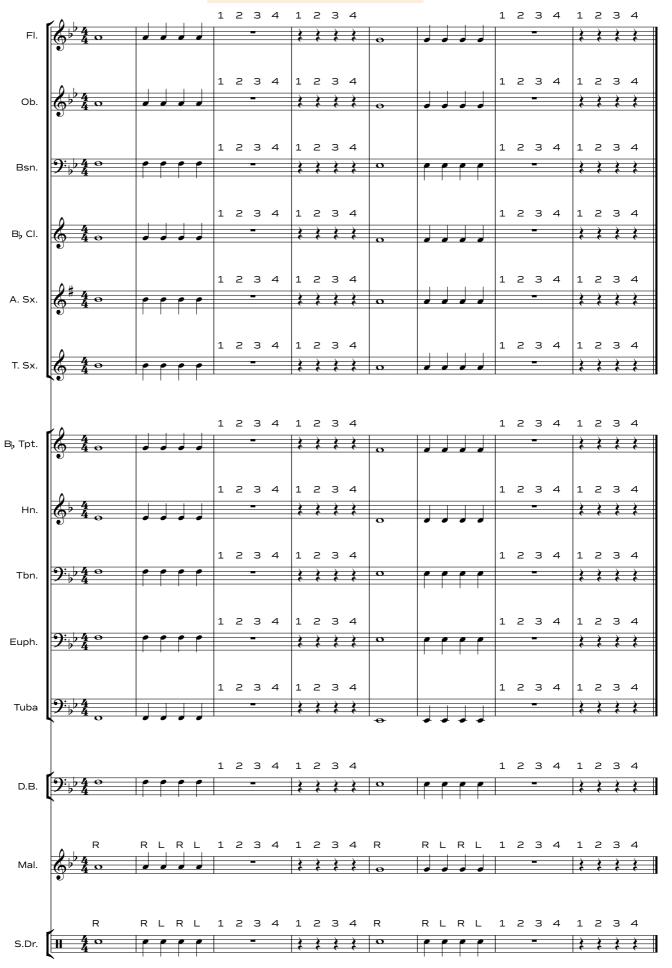


3. A New Note

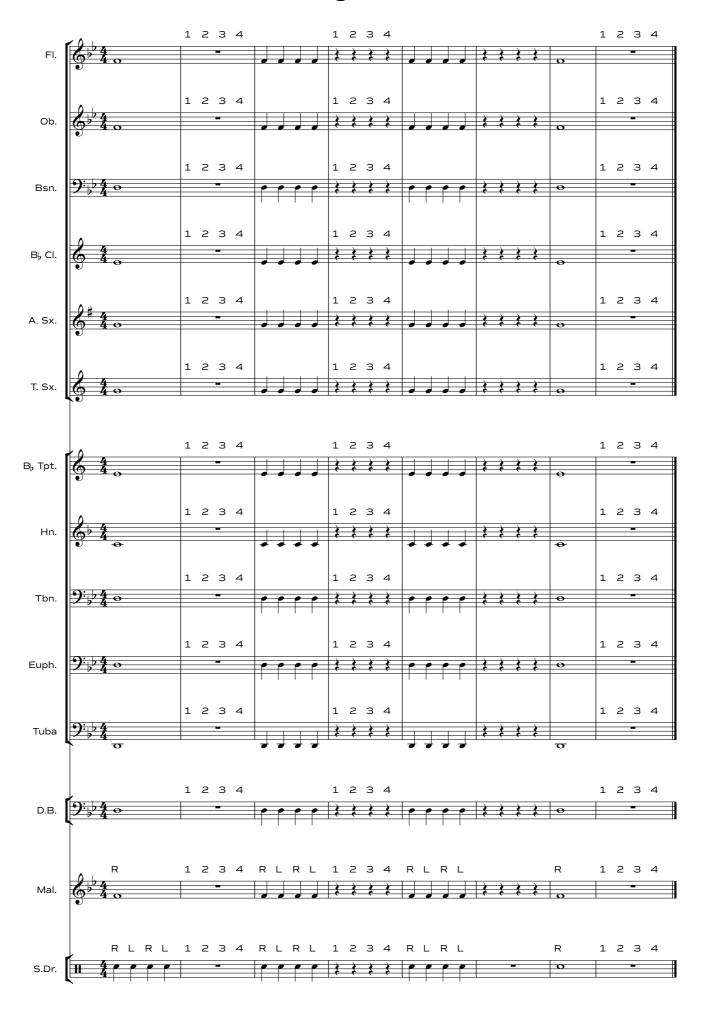


4. Two Different Notes

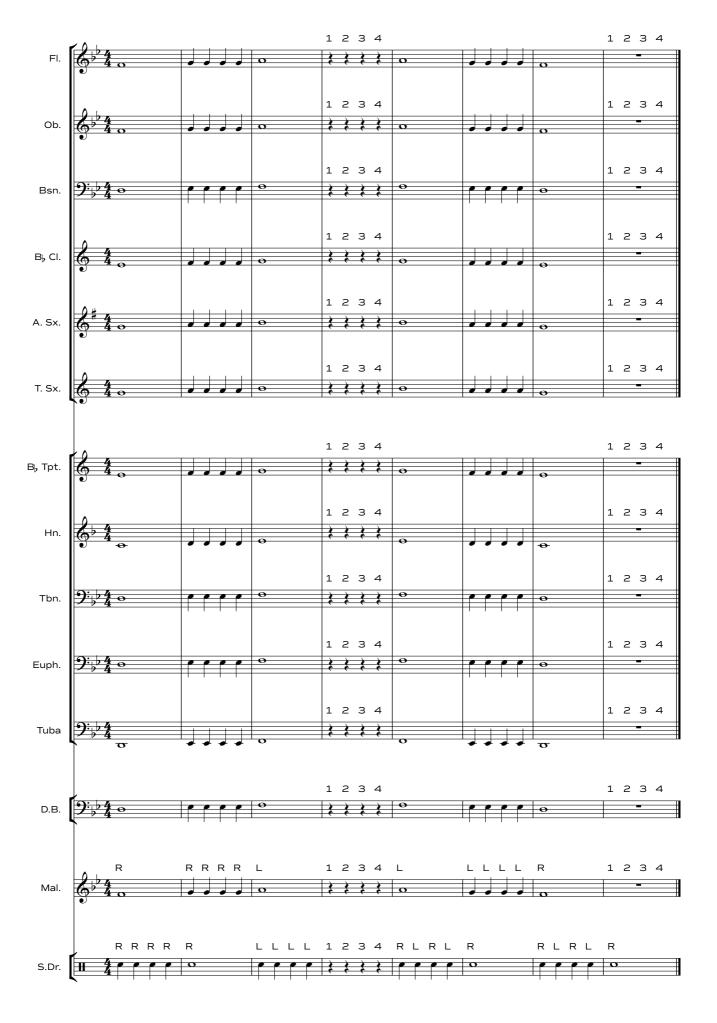
Introduce the crotchet rest here.



5. Going Down



6. Three Notes Now



7. Breath Challenge!

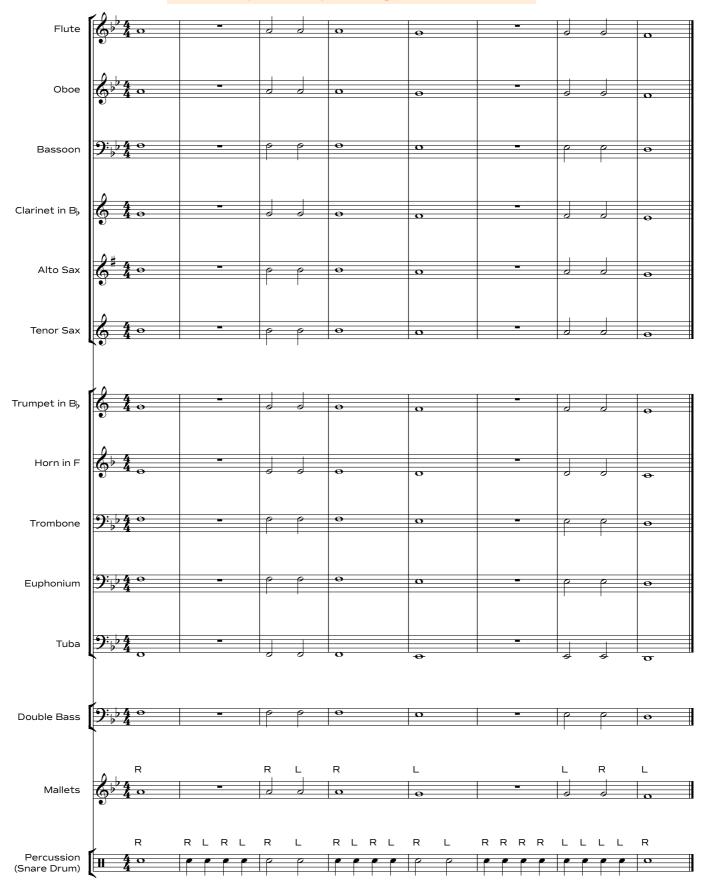


9

-Lesson 2-

1. The Minim

Teach students how to hold notes to the fullest duration possible before taking a breath.



2. More Minims



3. Cats on the Floor, Spiders on the Ceiling

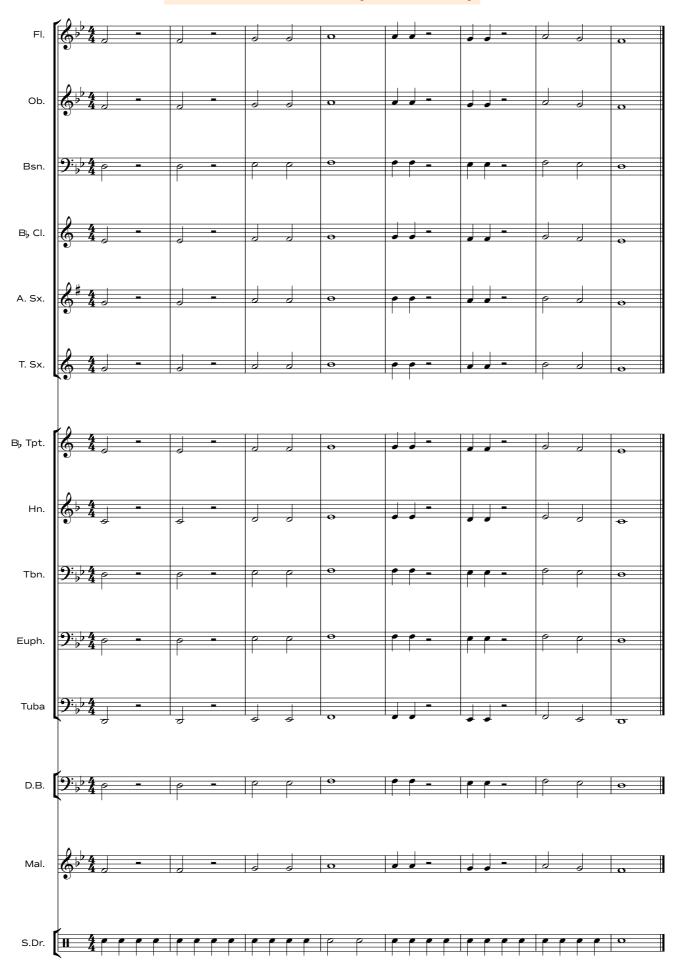


4. More Cats on the Floor



5. Hold Your Breath

Teach students to breathe only when necessary.



6. Rhythm Mix

Revise the names of different note values with students here.



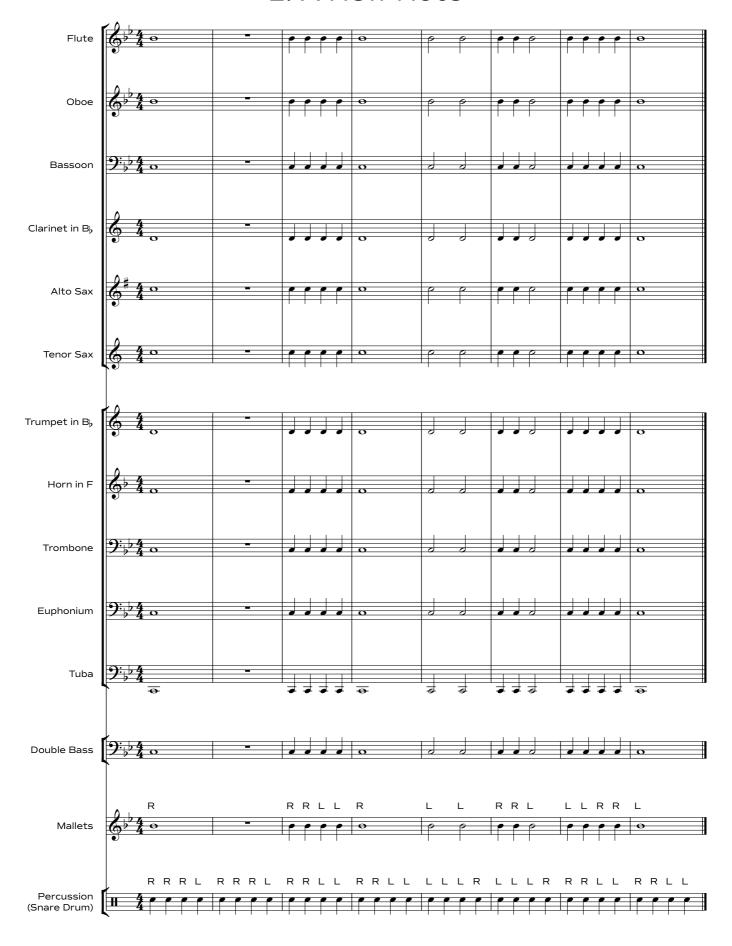
7. Climbing Up and Down the HDB block



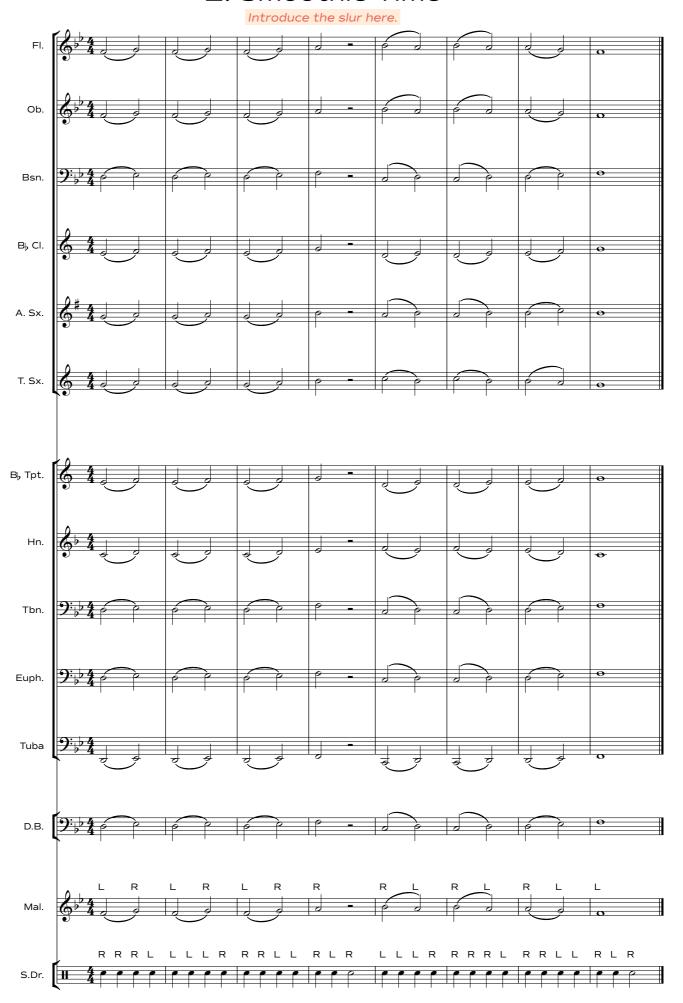
16

-Lesson 3-

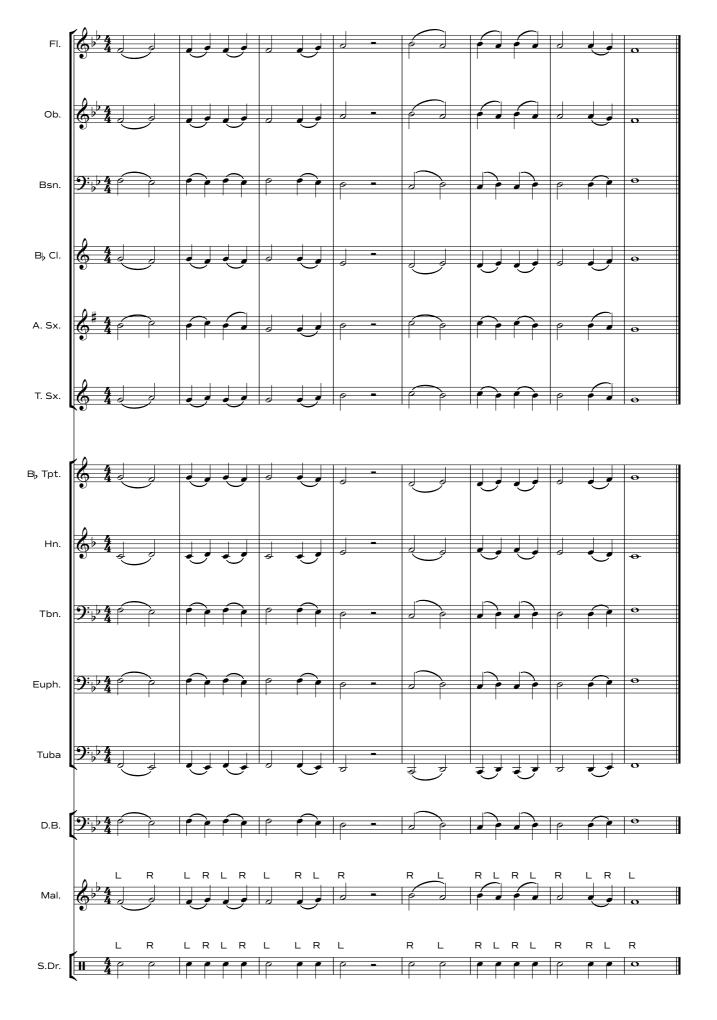
1. A New Note



2. Smoothie Time



3. More Smoothie Time



4. Short and Long



5. Under a Rest



6. Rhythm Mix 2



7. Uncle Drops His Ice Cream



Lesson 4

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.

1. The Ancient Banyan Tree



2. The Old and Grand Cruise Ship



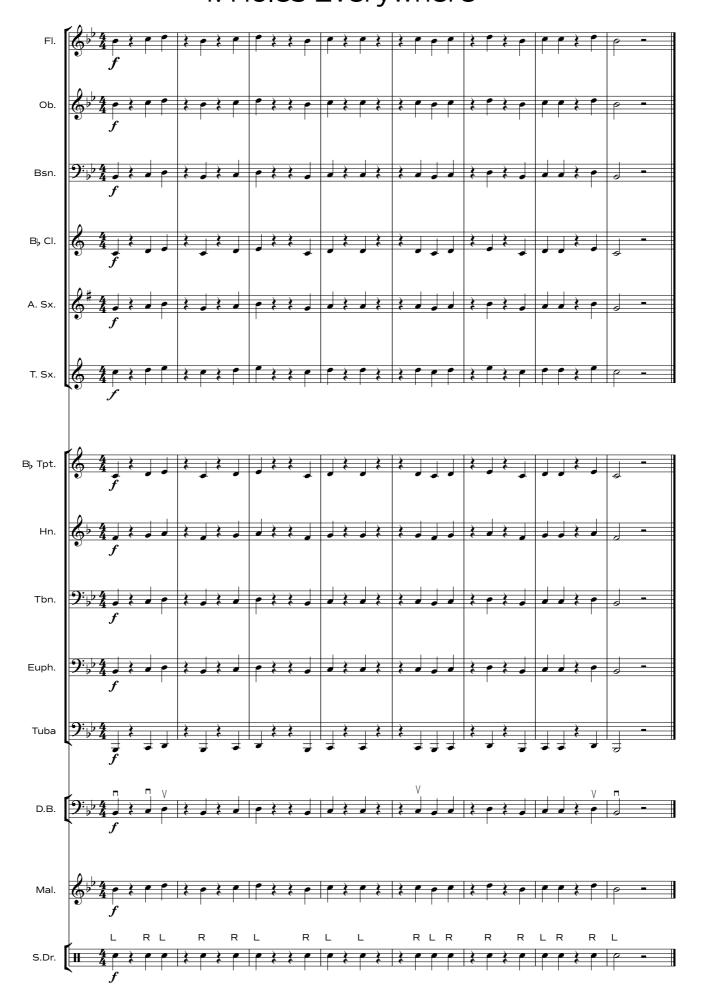
25

3. The Tiger and the Cat

The dynamic levels 'forte' and 'piano' make their first appearance here.



4. Holes Everywhere

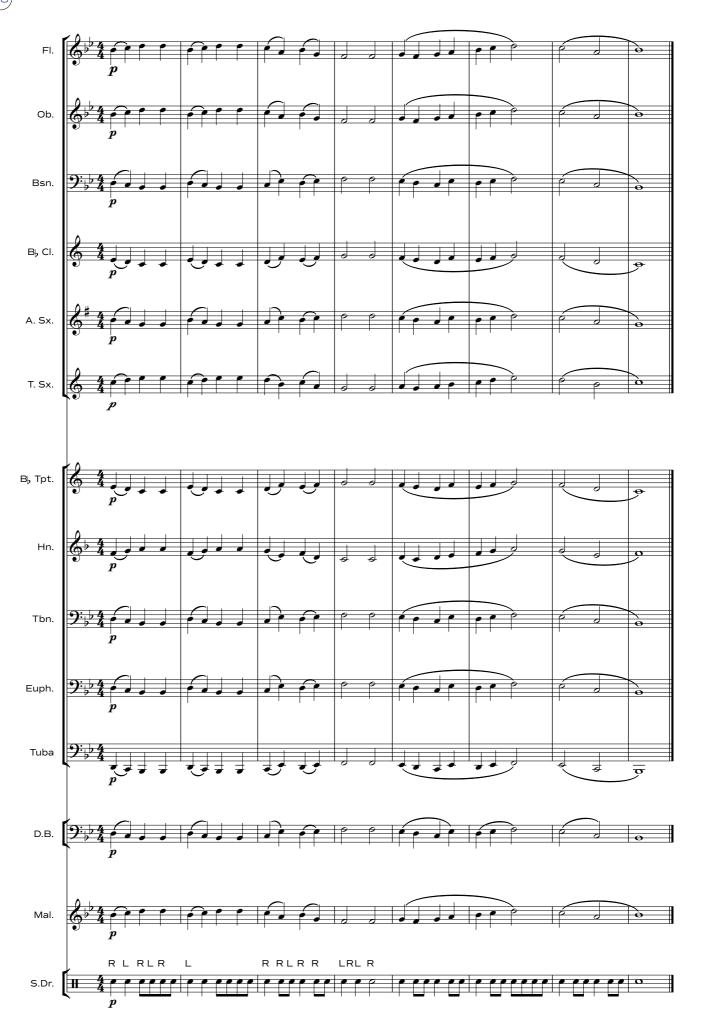


27

5. The Elevator is Spoilt







7. Ikan Kekek (Part 1)

Noted as Breath Challenge! in the Engraver Notes file. Is this title/student tip here correct?

(29)



Lesson 5



(30)

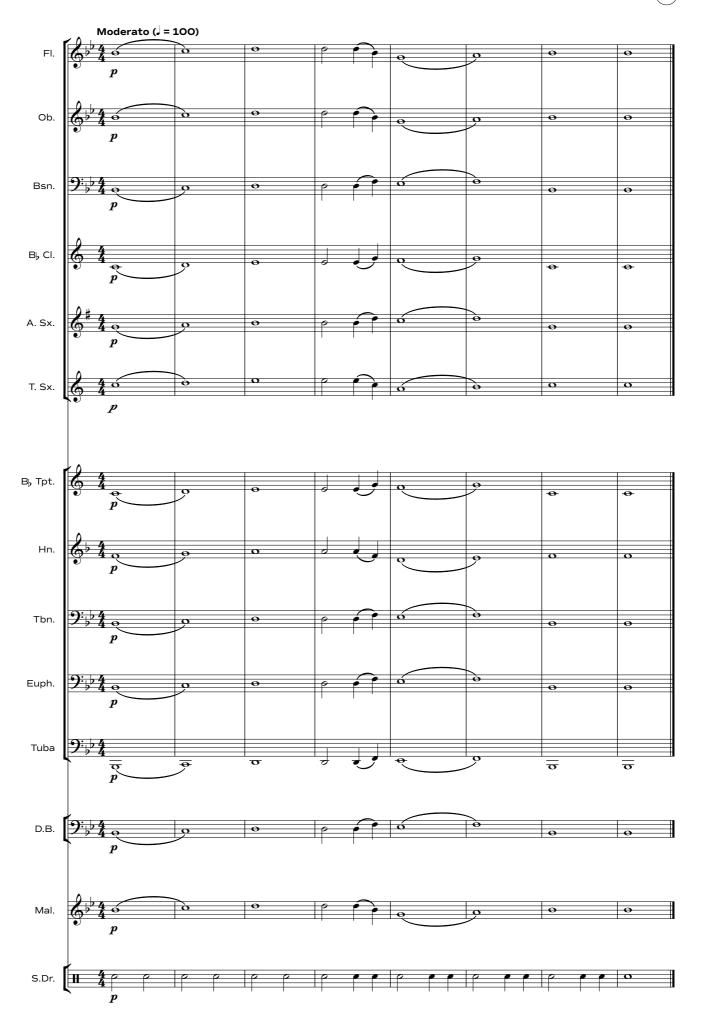


3. Soap Opera



4. Another Quiet Afternoon





5. Hopscotch



6. Big Rabbits and Small Bunnies





7. Monday Blues



Lesson 6 1. The Attack of the Pontianak



2. Dancing at the Void Deck













1

Lesson 7









3. Earthworms



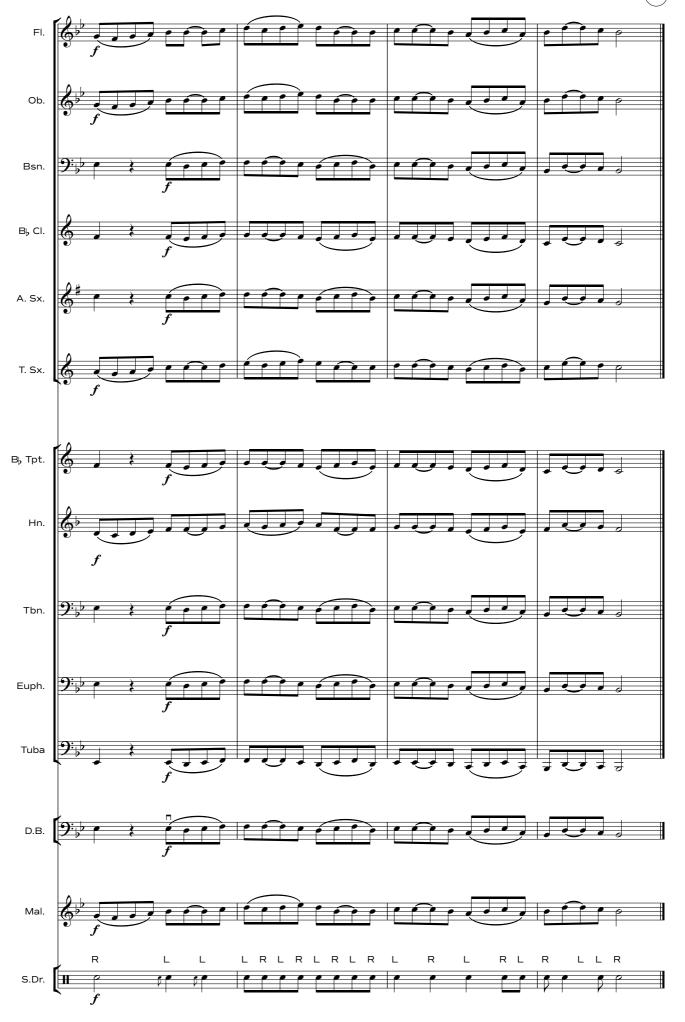
4. Dog Park

① Moderato (= 100)

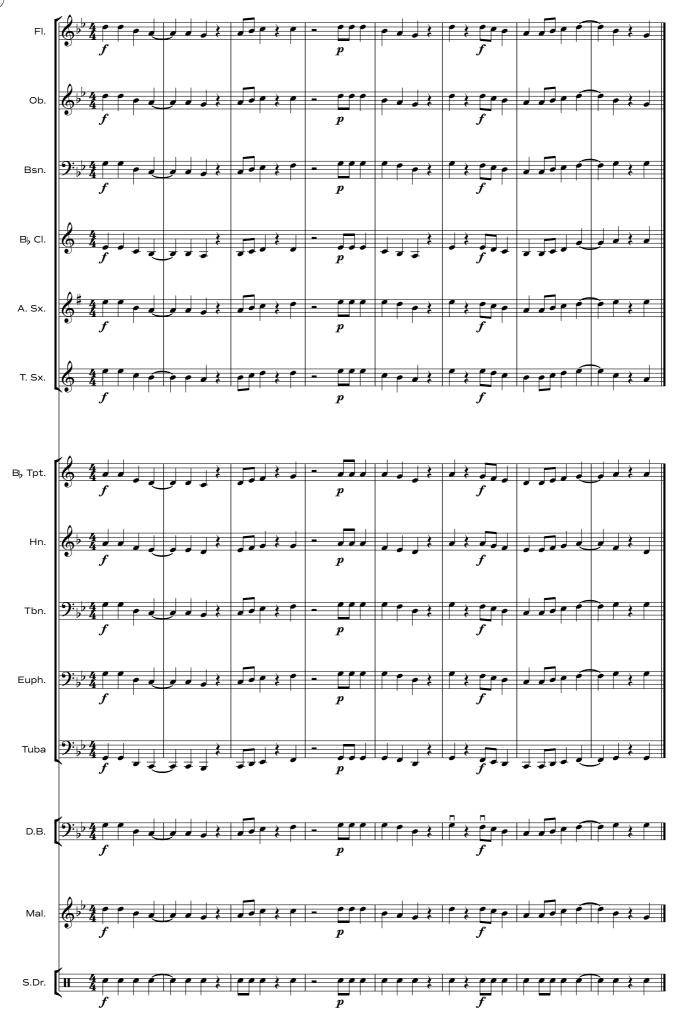
rhythmically would you prefer I split the tied rhythm into 2+2?











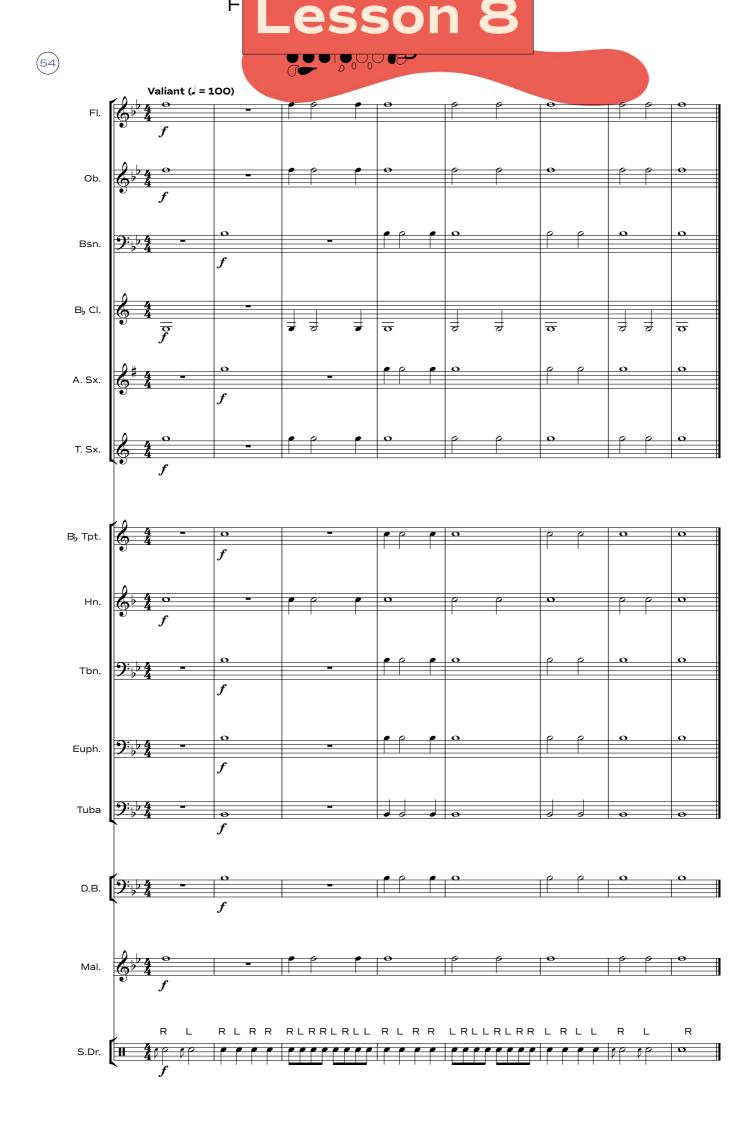


7. Pop Music Concert











3. Playing in the Rain (reprise)



4. At the Restaurant





(58)

5. Ikan Kekek (the whole thing now)

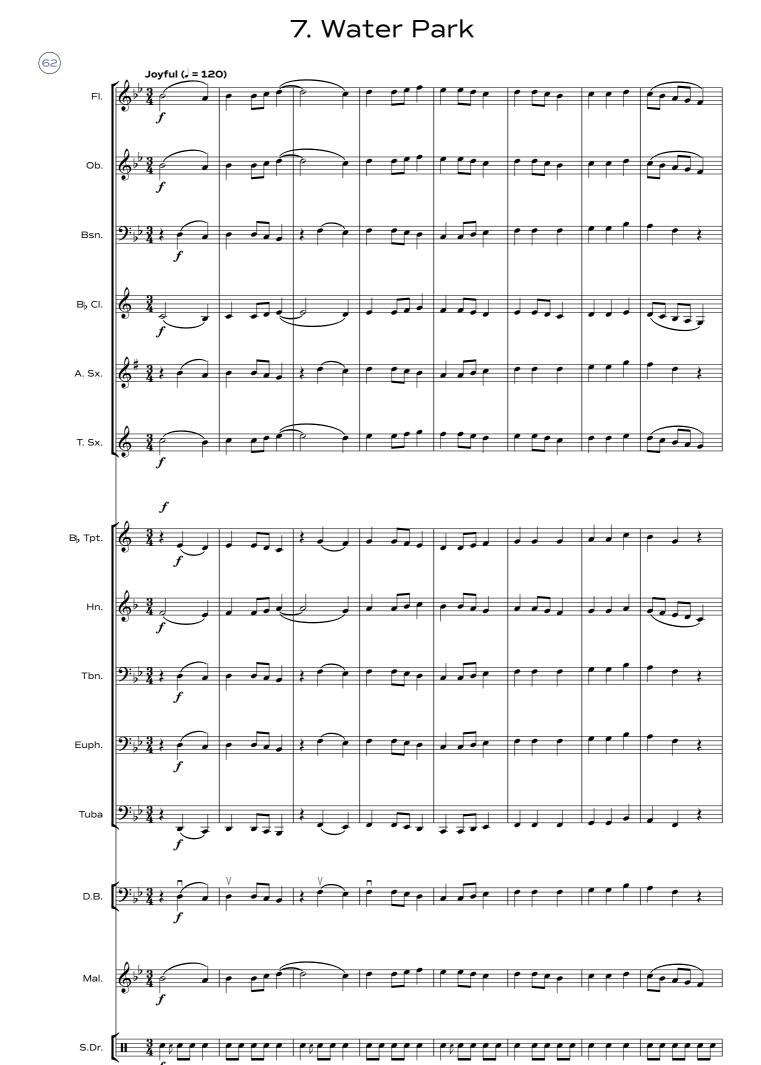






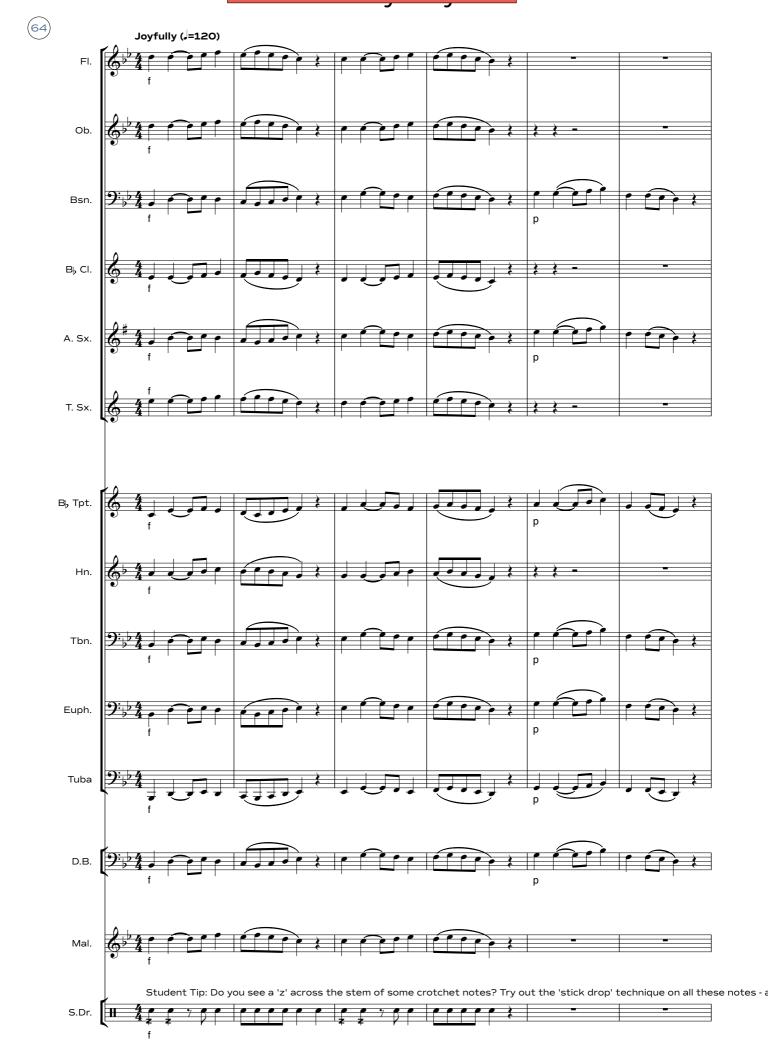














2. Busy, Crawling Ants

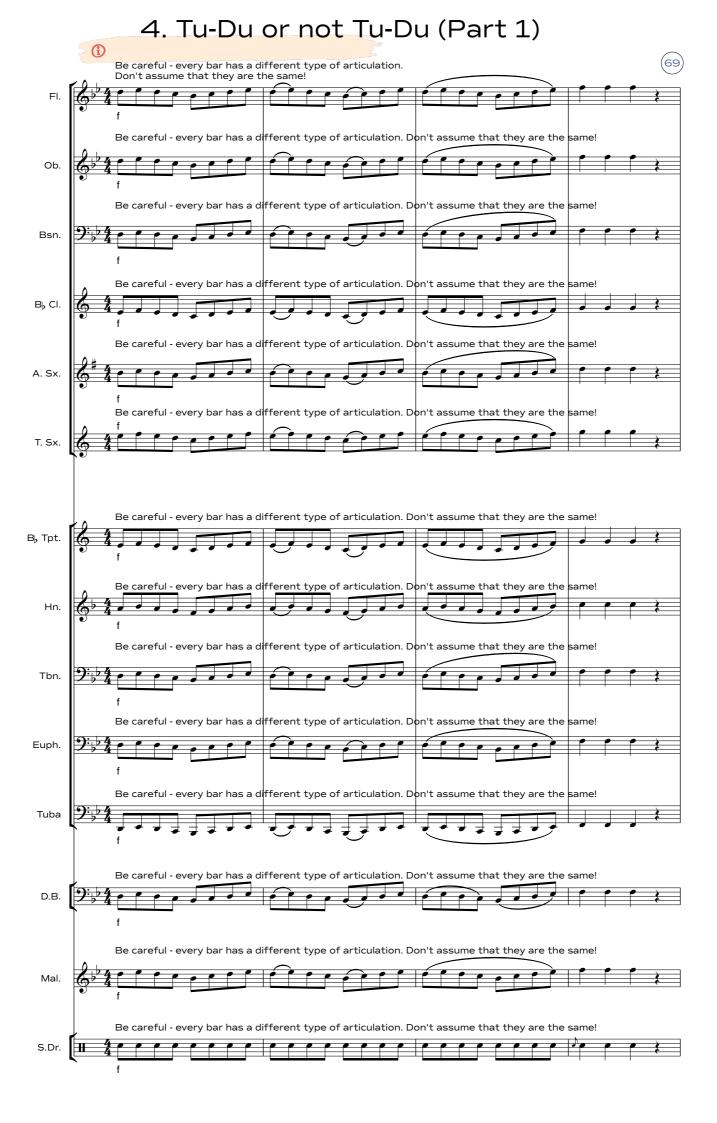


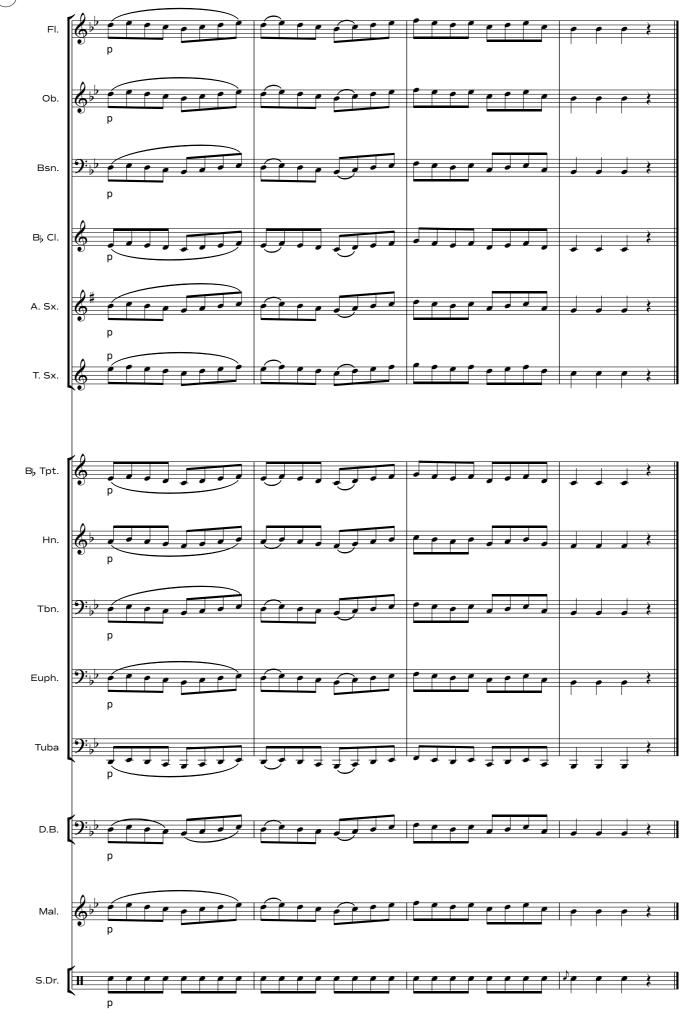


3. Slithering Snake

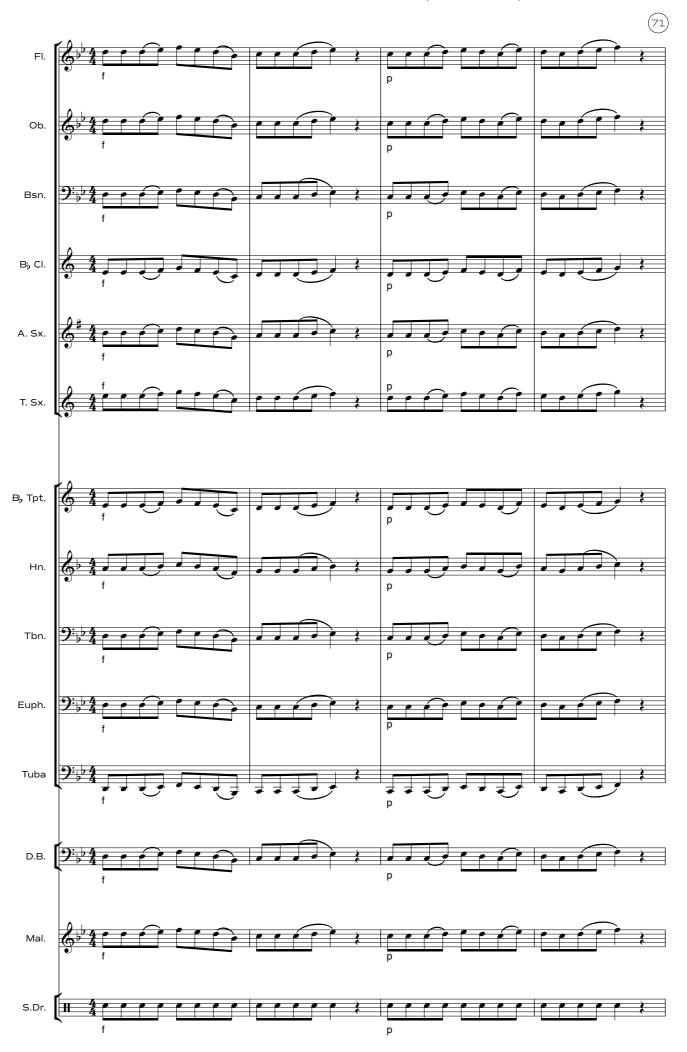


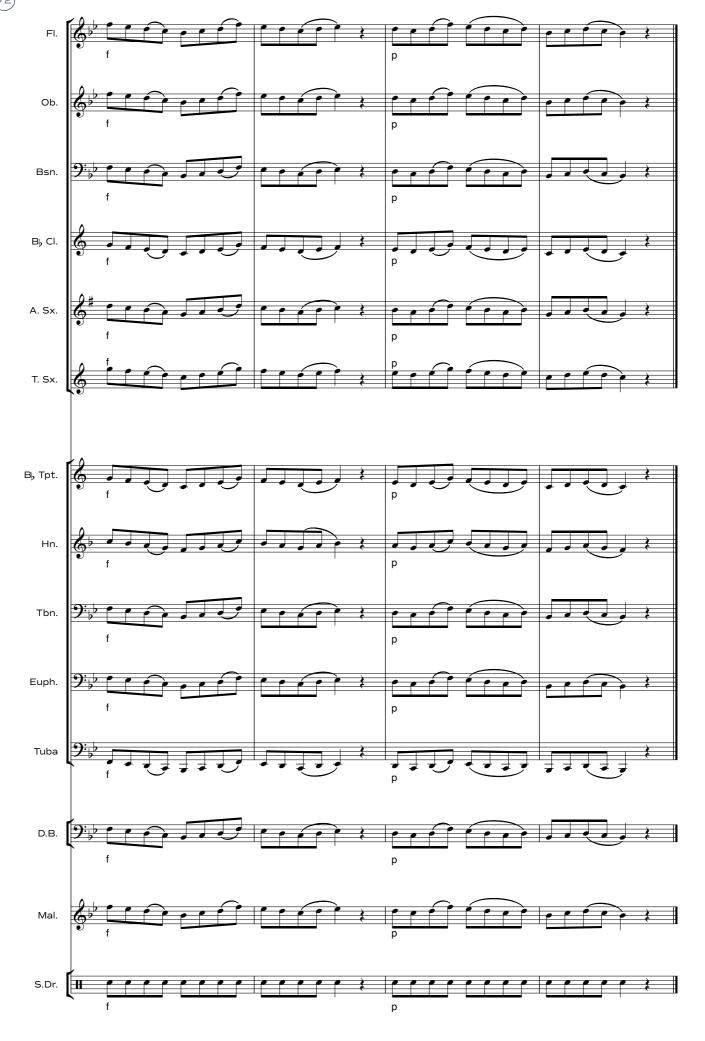
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5. Tu-Du or not Tu-Du (Part 2)



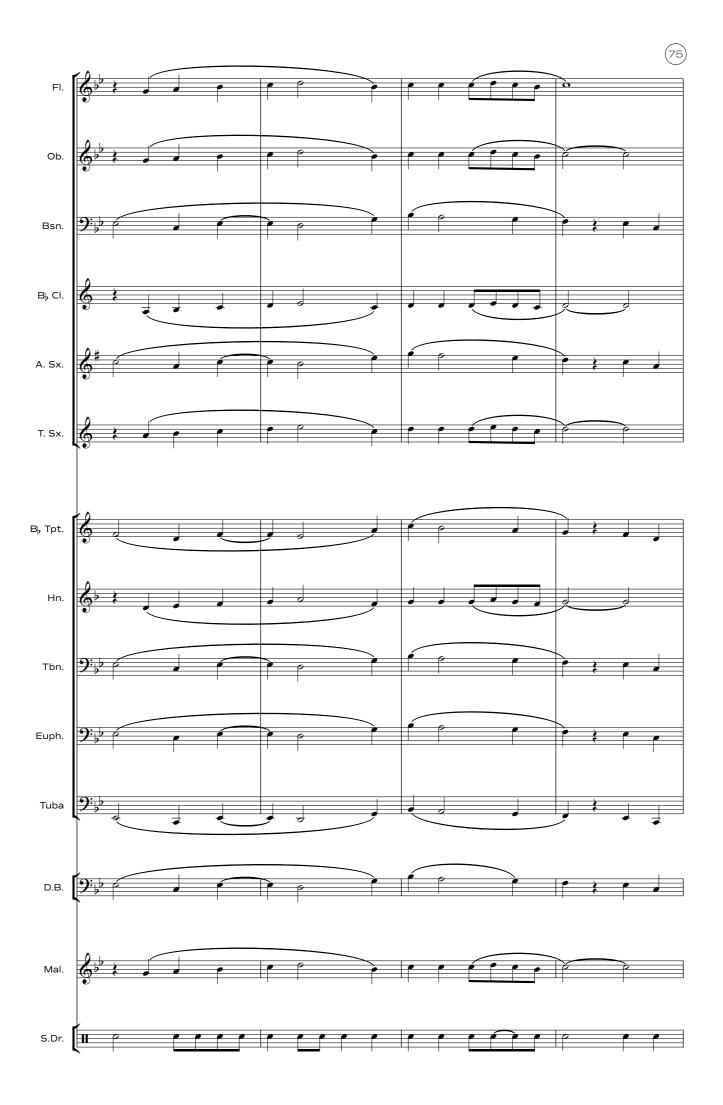


6. On the See-Saw



7. Stargazing









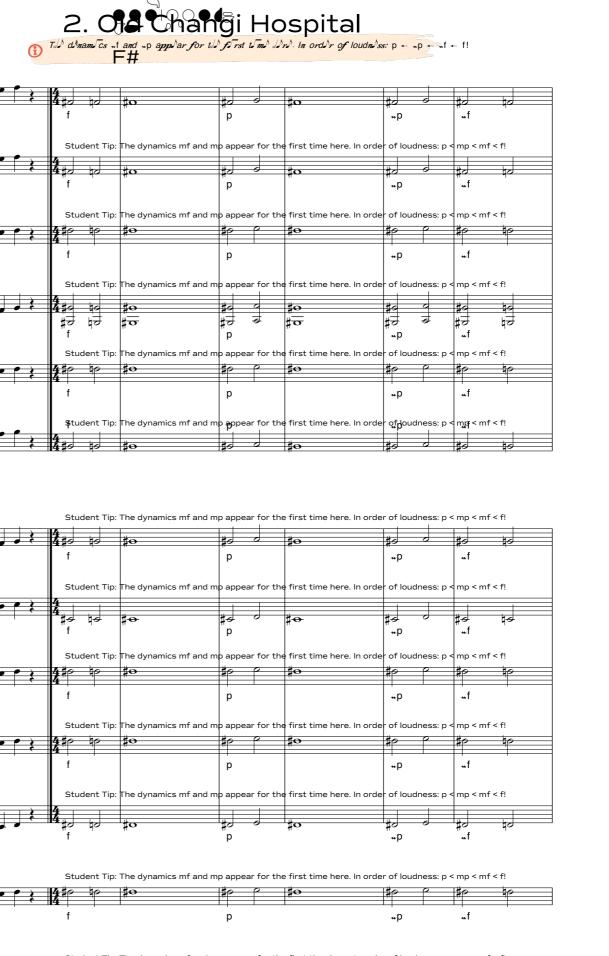
Ob.

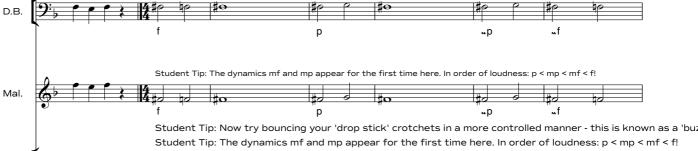
Bsn.

Tbn.

Euph.

Tuba





p

"p

"f

3. Tiptoeing at Midnight



4. Lalang Field





5. Hopping Around

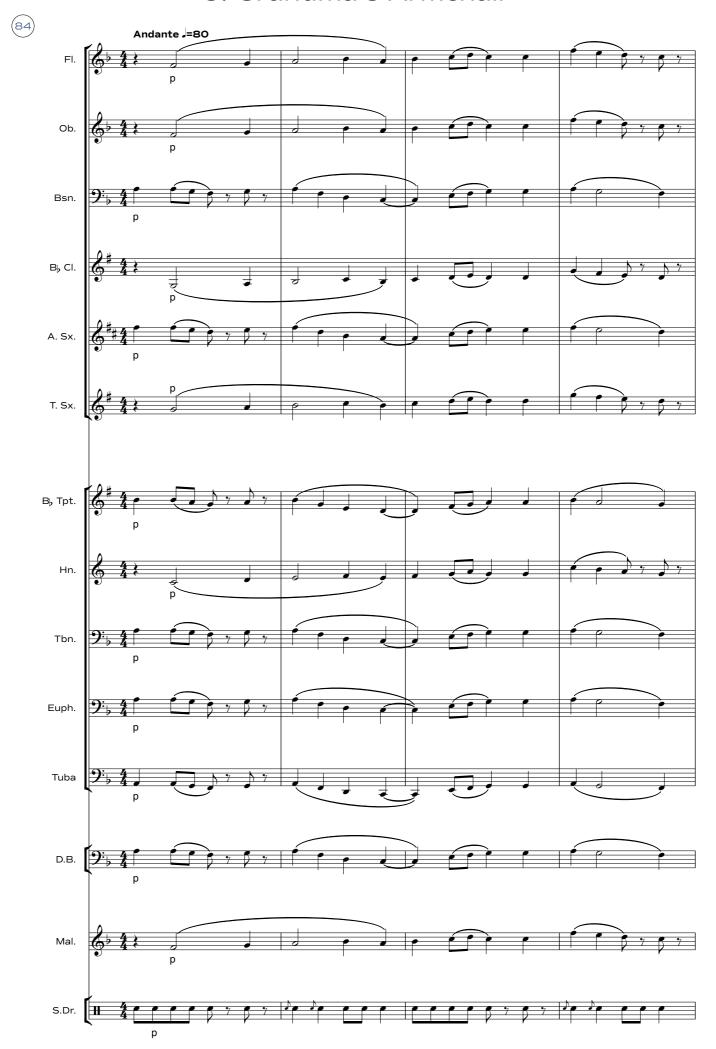


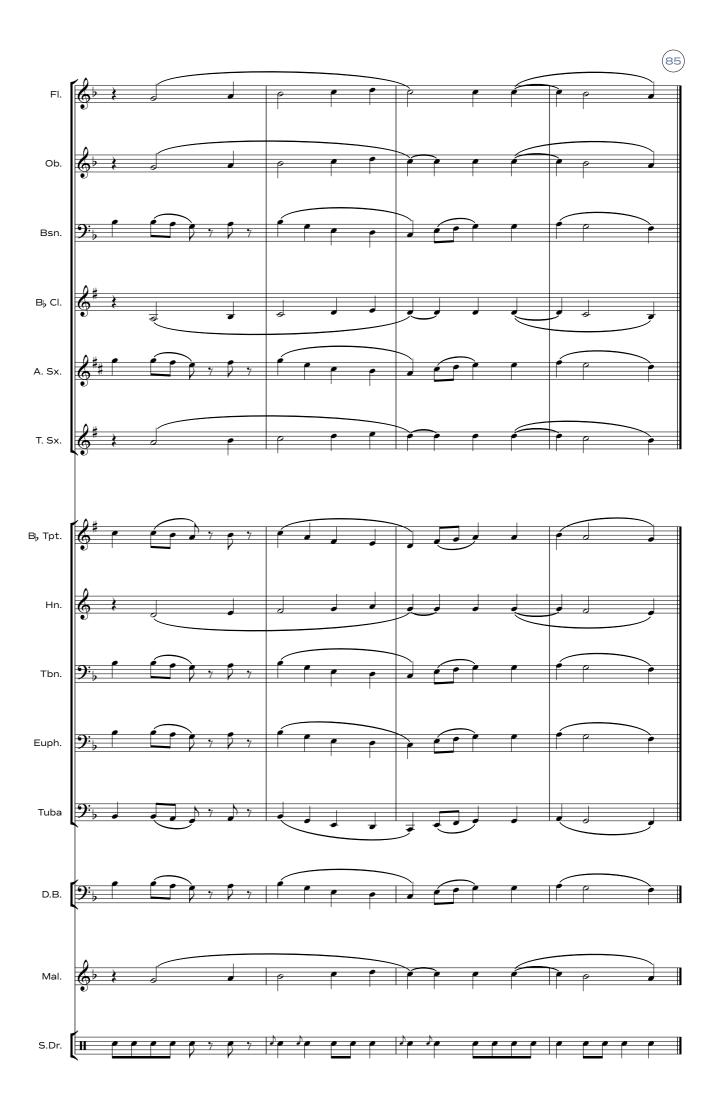






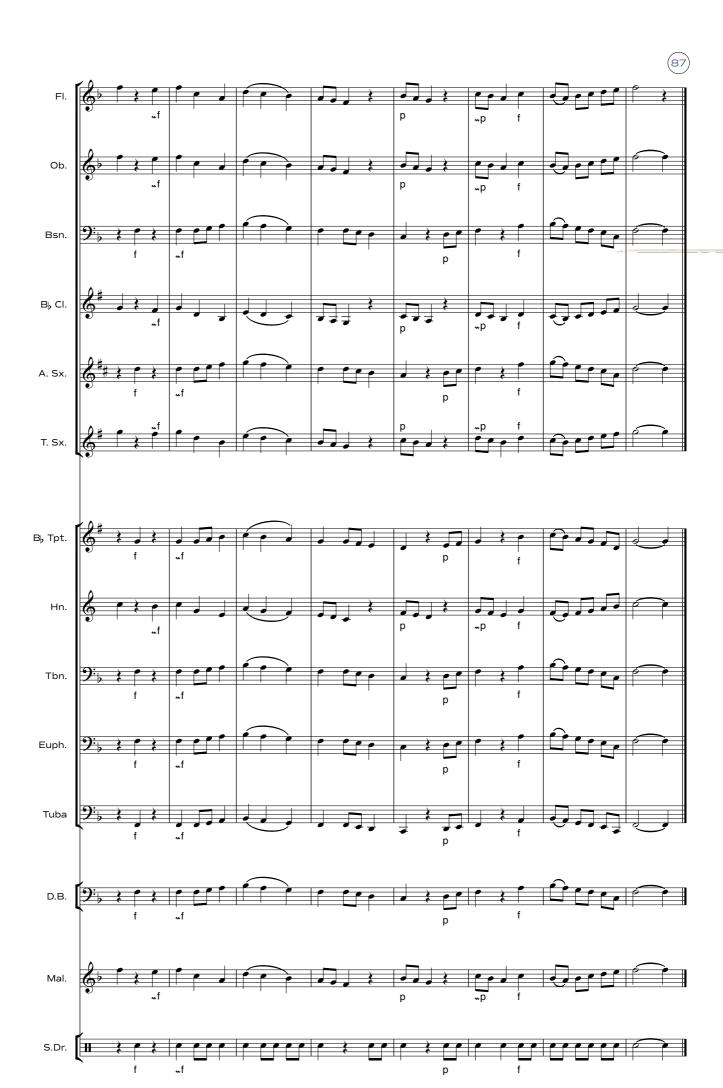
6. Grandma's Armchair





7. Butterfly Garden





Andante J = 80

Some cute drawing to add to this?

When you see a staccato above or below a note, you have to play it lightly and detached.

Not all notes in this exercise have staccatos, so BEWARE!

When you see a staccato above or below a note, you have to play it lightly and detached.

Not all notes in this exercise have staccatos, so BEWARE!

When you see a staccato above or below a note, you have to play it lightly and detached.

Not all notes in this exercise have staccatos, so BEWARE!

When you see a staccato above or below a note, you have to play it lightly and detached.

Not all notes in this exercise have staccatos, so BEWARE!

When you see a staccato above or below a note, you have to play it lightly and detached.

Not all notes in this exercise have staccatos, so BEWARE!

When you see a staccato above or below a note, you have to play it lightly and detached. Not all notes in this exercise have staccatos, so BEWARE! B₀ Tpt. When you see a staccato above or below a note, you have to play it lightly and detached

Not all motes in this exercise have staccatos, so BEWARE! Hn. When you see a staccato above or below a note, you have to play it lightly and detached. Not all notes in this exercise have stacdat Tbn. When you see a staccato above or below a note, you have to play it lightly and detached. Not all notes in this exercise have staccatos, so BEWARE! Euph. When you see a staccato above or below a note, you have to play it lightly and detached. Not all notes in this exercise have stacdatos, so BEWARE! Tuba When you see a staccato above or below a note, you have to play it lightly and detached. Not all notes in this exercise have staccatos, so BEWARE! D.B. When you see a staccato above or below a note, you have to play it lightly and detached. Not all notes in this exercise have staccatos, so BEWARE! Mal.

When you see a staccato above or below a note, you have to play it lightly and detached.

Not all notes in this exercise have staccatos, so BEWARE!

When you see a staccato above or below a note, you have to play it lightly and detached.

Withen you see a staccato above or below a note, you have to play it lightly and detached.

n this exercise

ot all notes in this exercise have stacdatos, so BEWARE

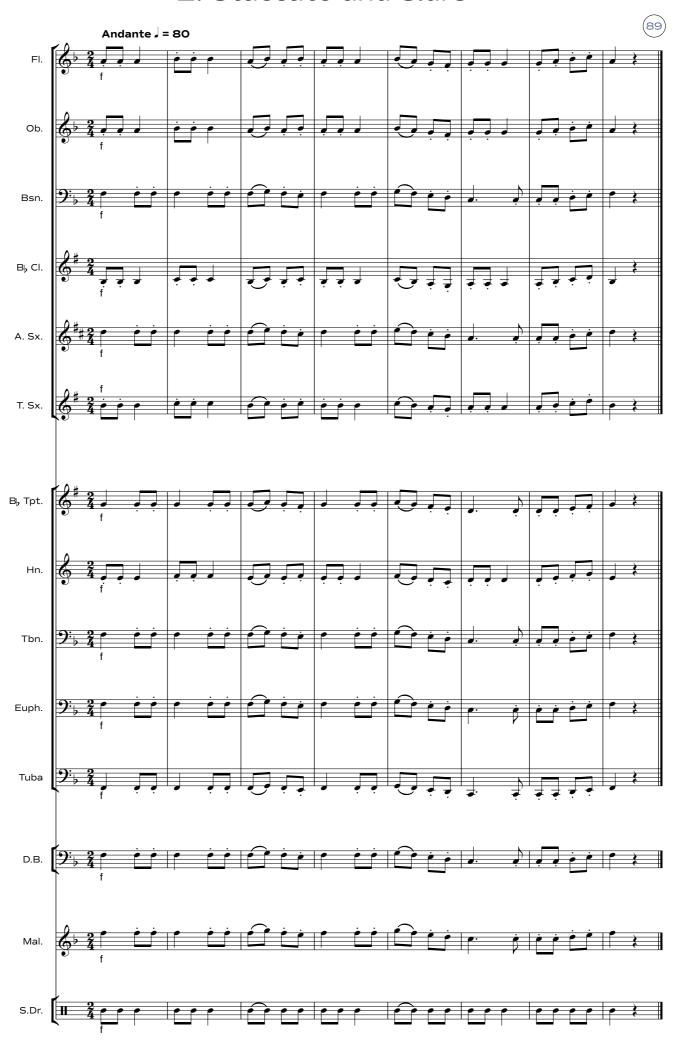


Ob.

Bsn.

B_b CI.

2. Staccato and Slurs



3. Fifty Percent More





4. Let's Add Notes



5. Same Same but Different



6. Taking Turns













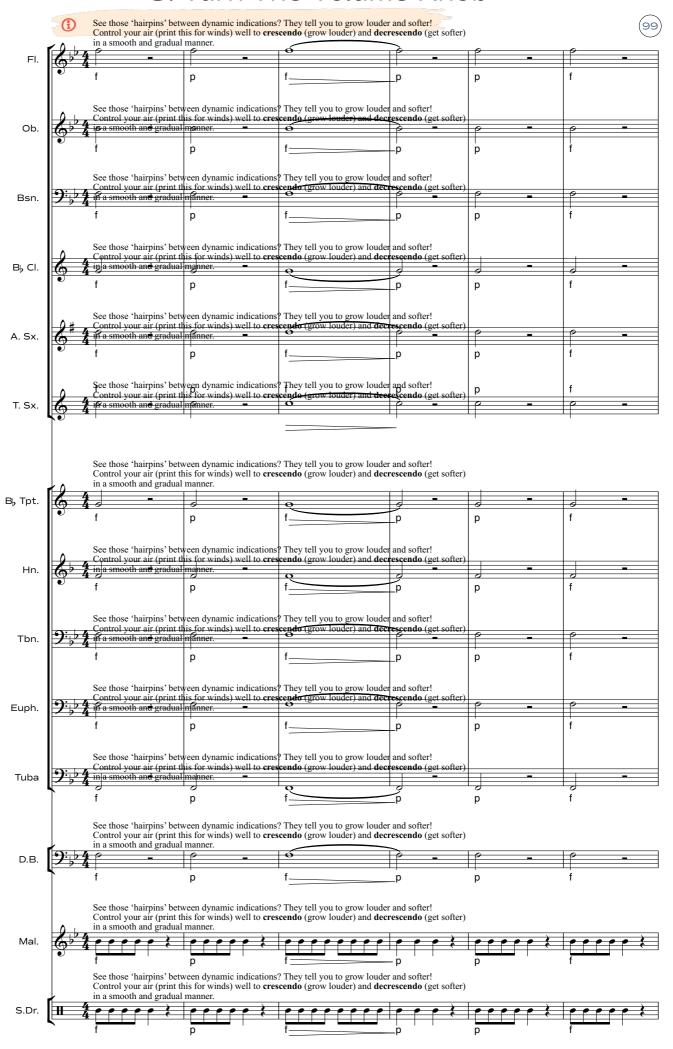




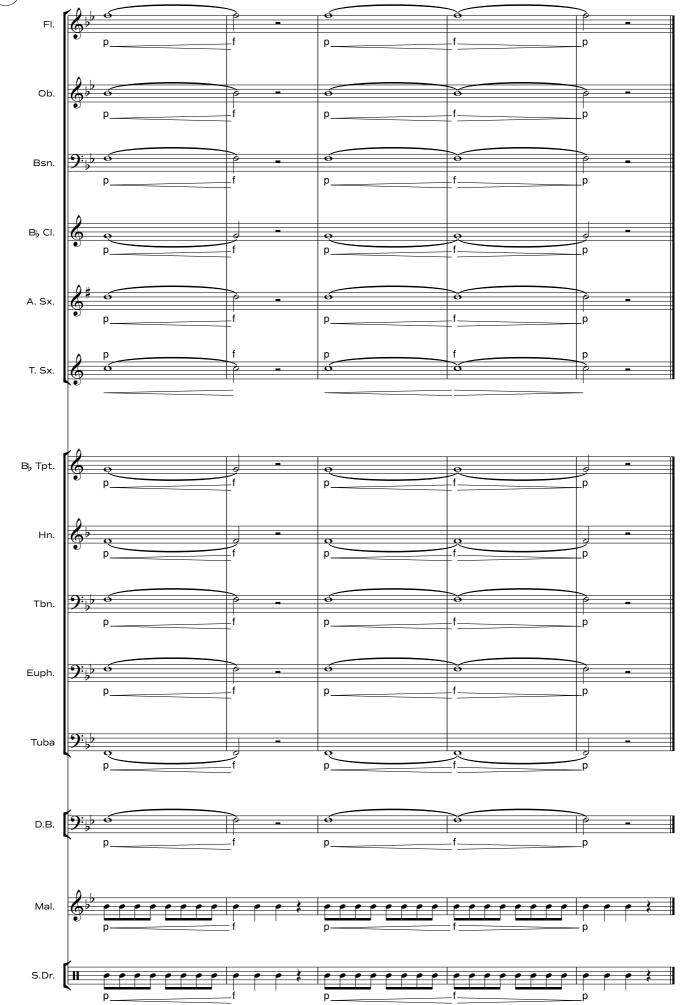
2. Flow 2



3. Turn The Volume Knob







4. Flow 4



5. Lonely Quavers





6. Let's Go Fast







7. Flow 6







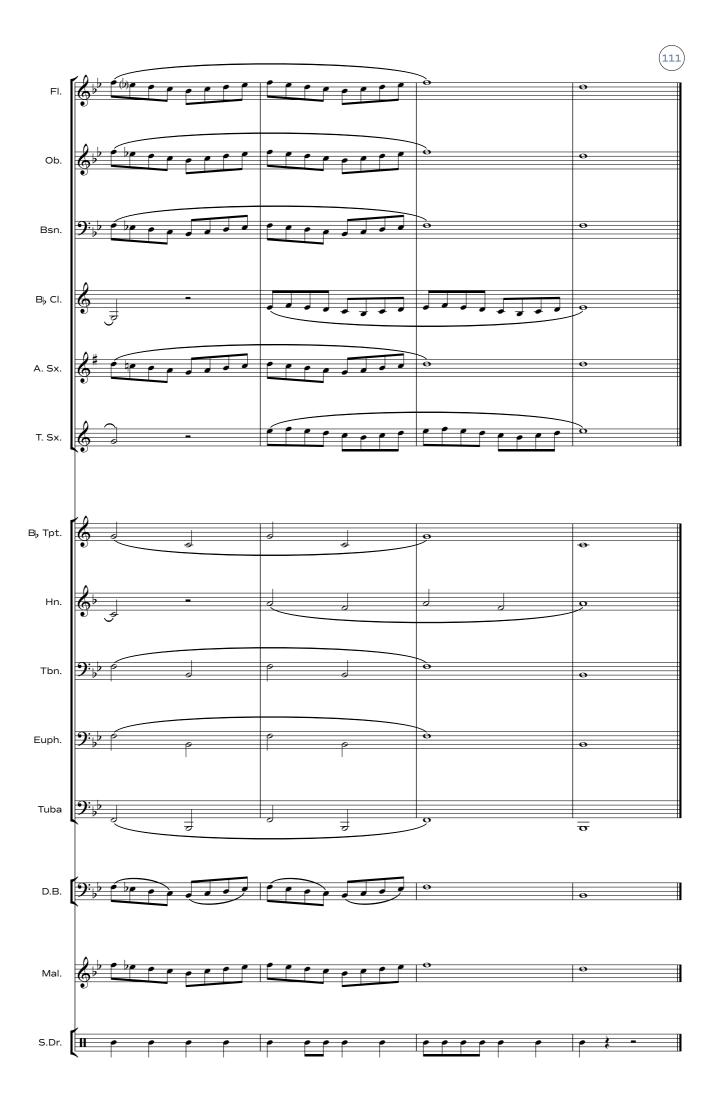






2. Tongue Positioning 1



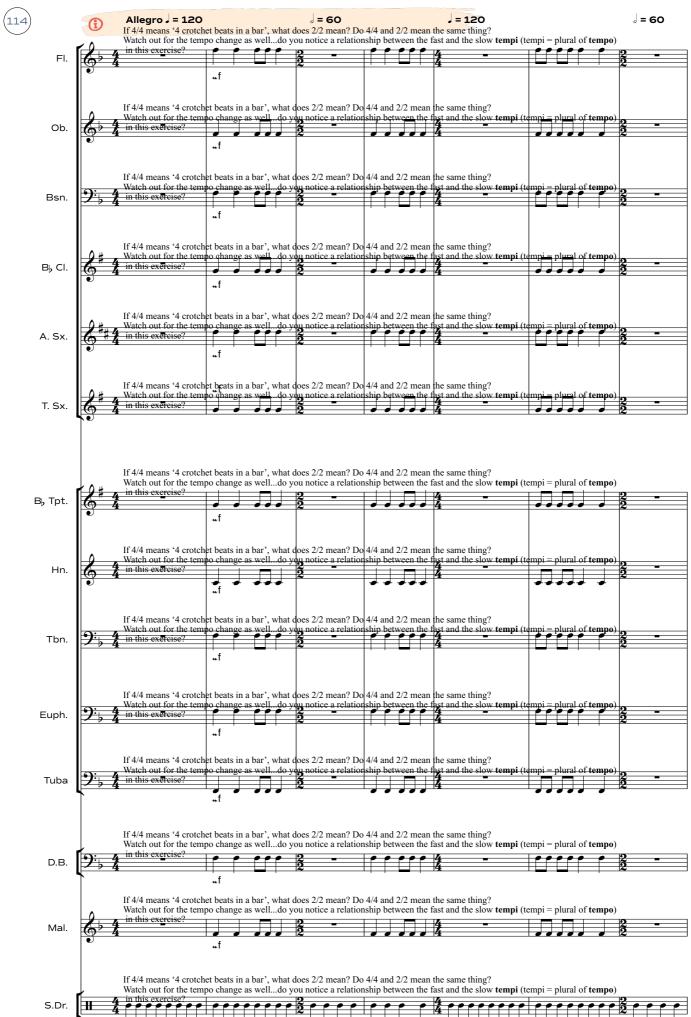


3. Tongue Positioning 2



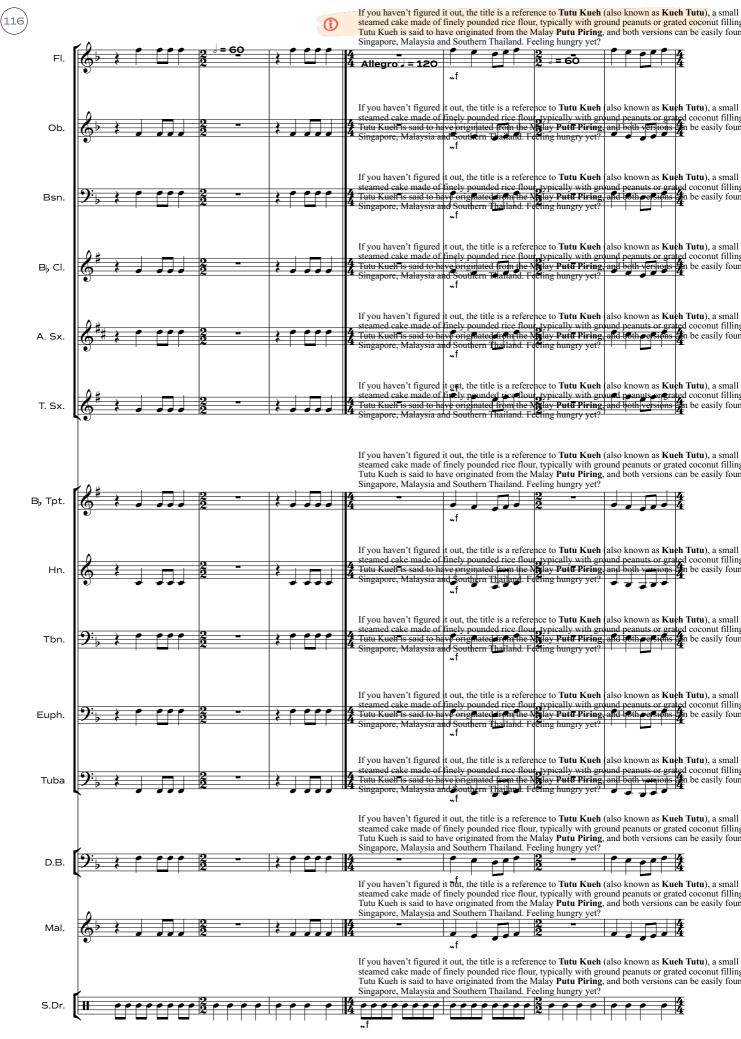


4. Let's Eat Two Two Kueh





5. A New Flavour of Two Two Kueh





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6. Scales and Leaps



7. Procession of the Two Two Kuehs











F#2. So Near Yet So Far





3. A-Flat But Not So Far Away



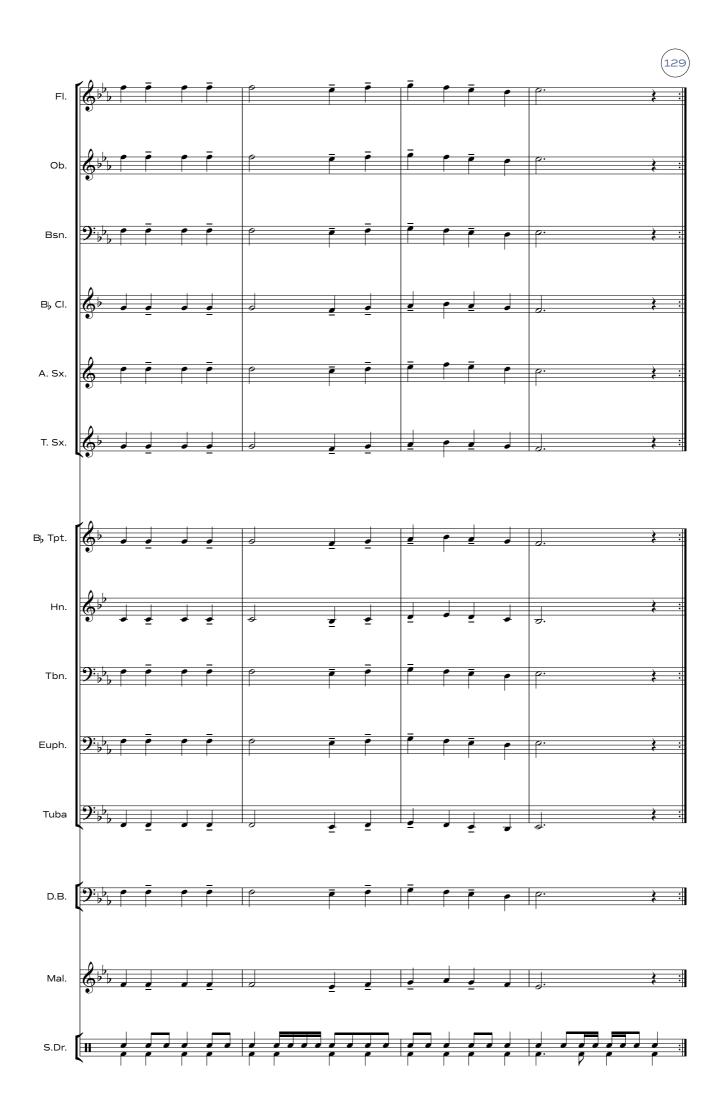




4. Chaaan Mali Chaaan













5. Slurring on a Cradle 1 Don't break the slur in the final four bars!



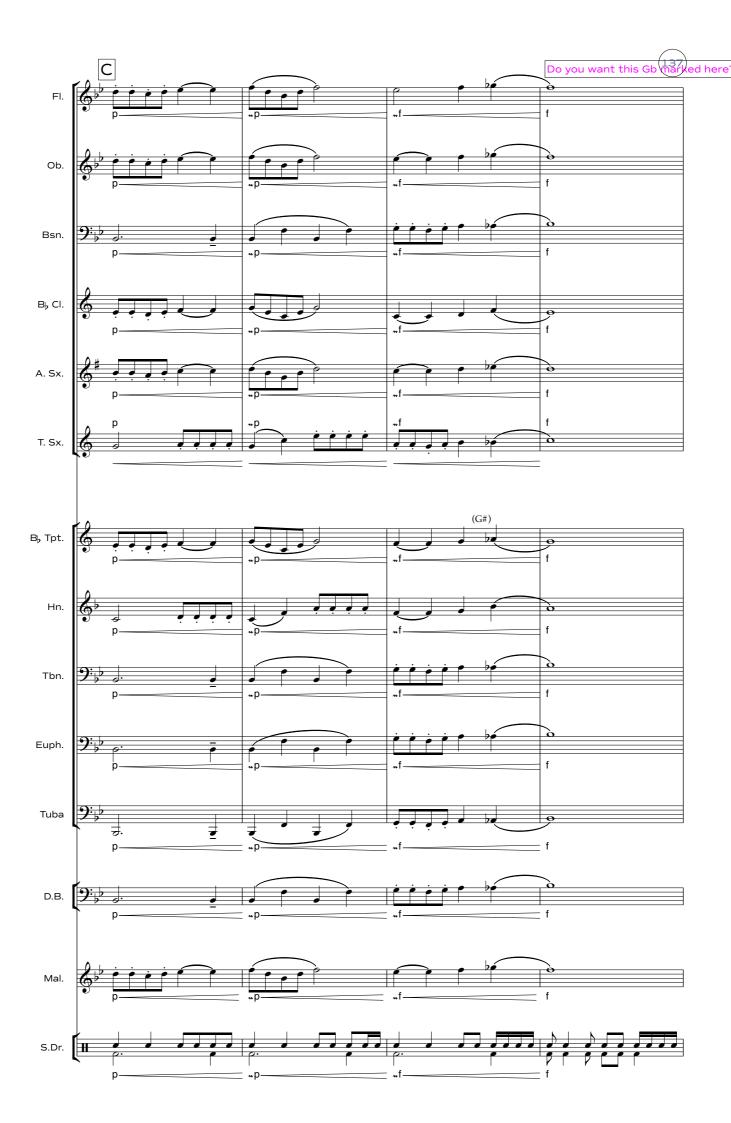
6. Cutting the Time















Lesson 15

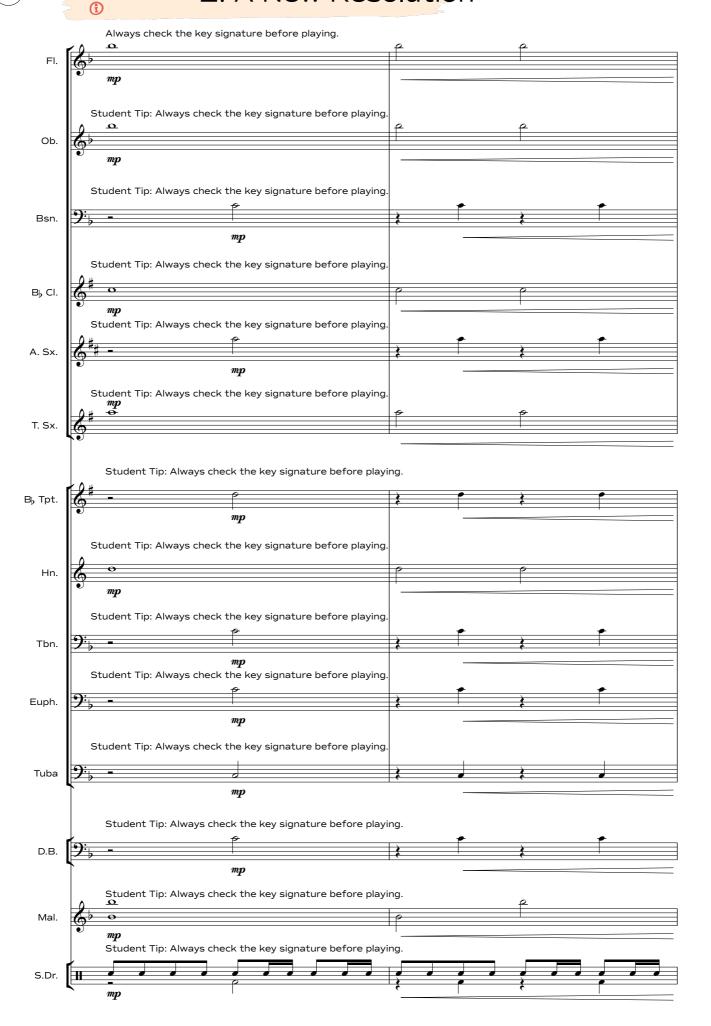






(140)

2. A New Resolution







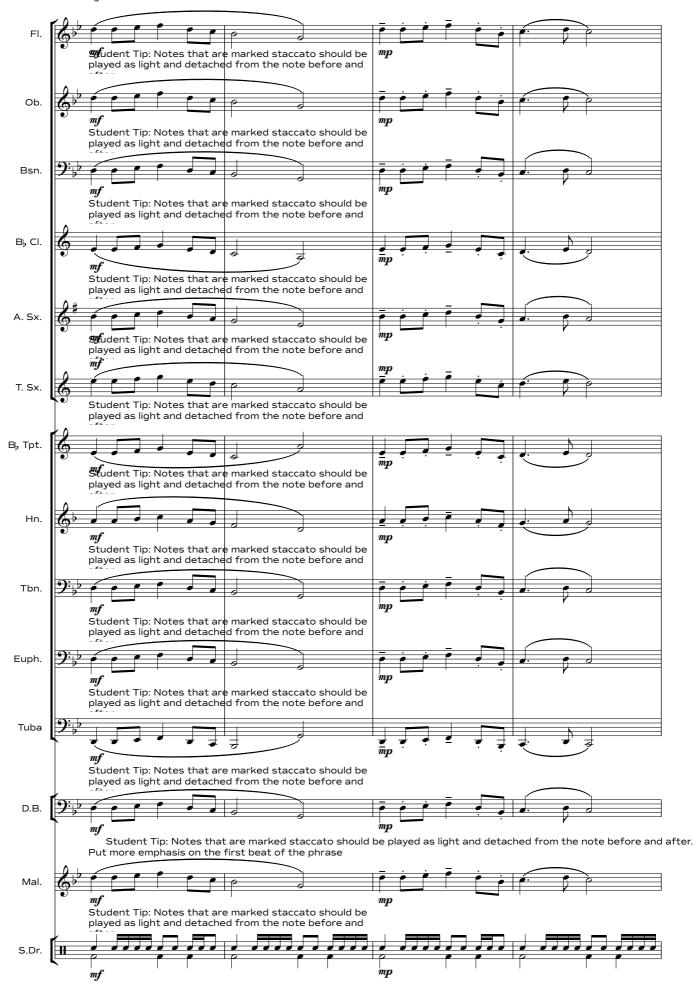




(i)

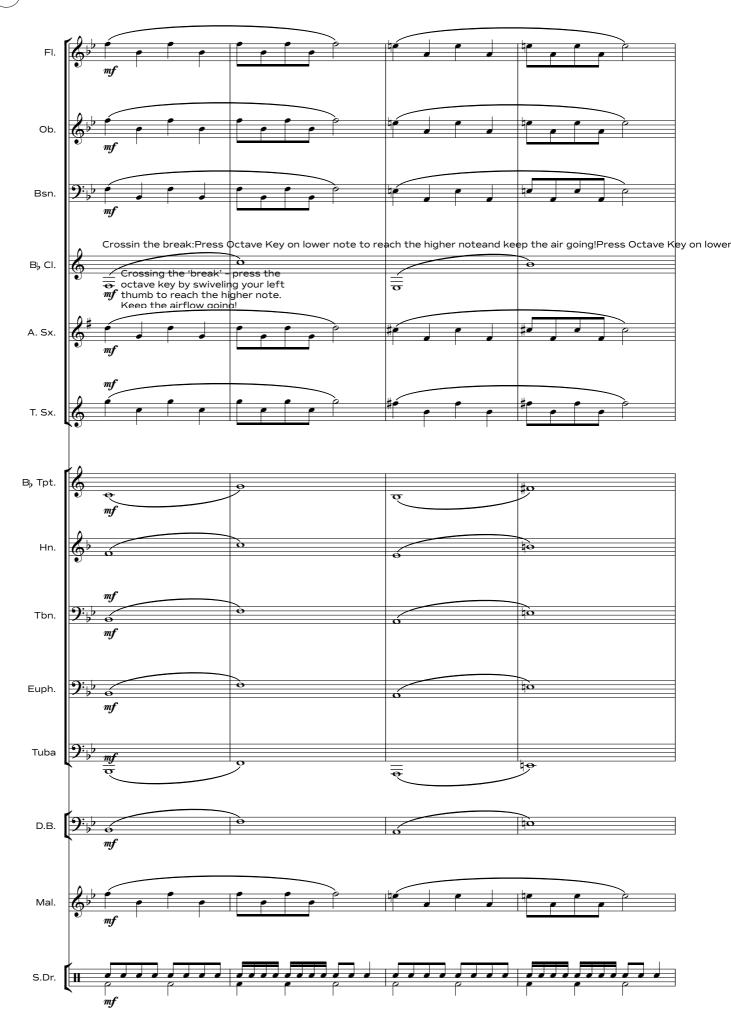
4. Melody in B-flat Notes that are marked staccato should be played as

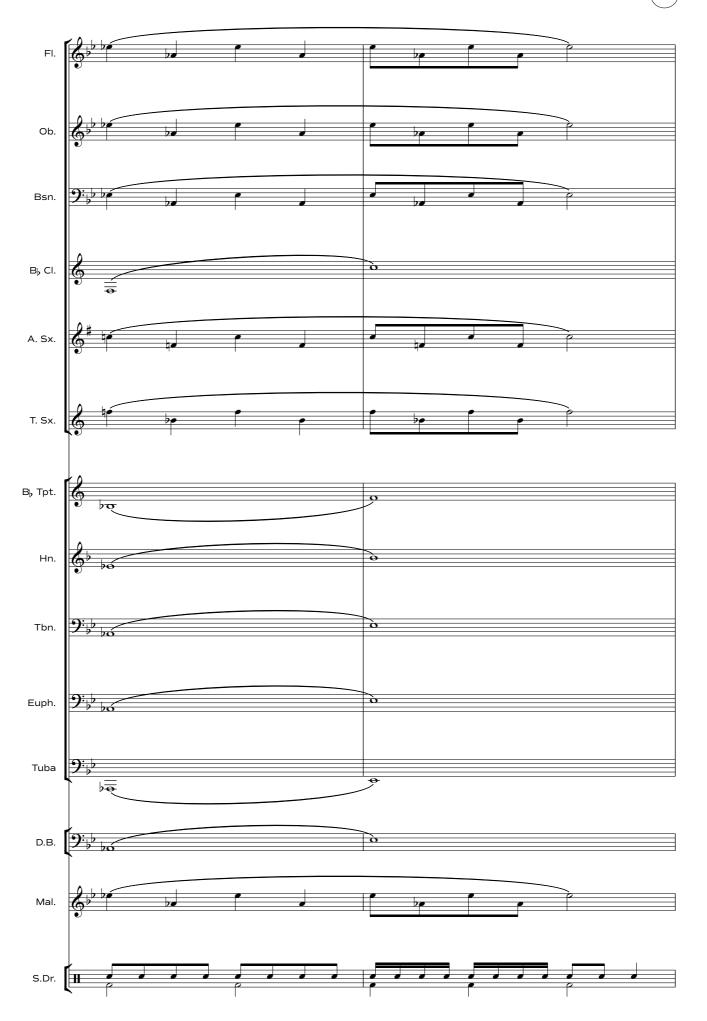
light and detached from the note before and after



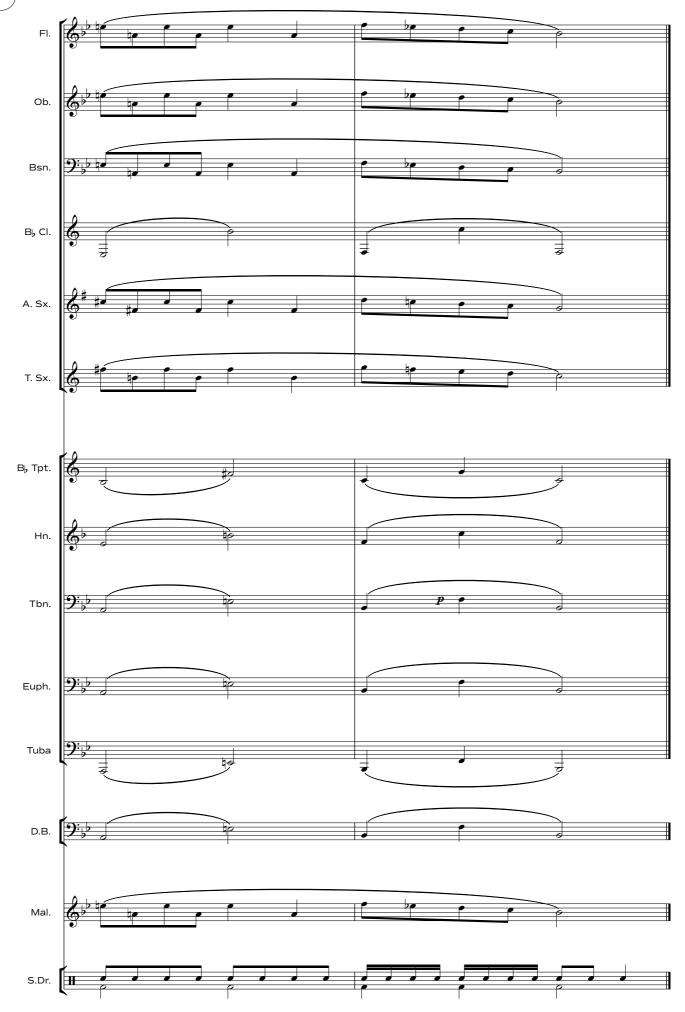


5. Don't 'Break' Your Lips















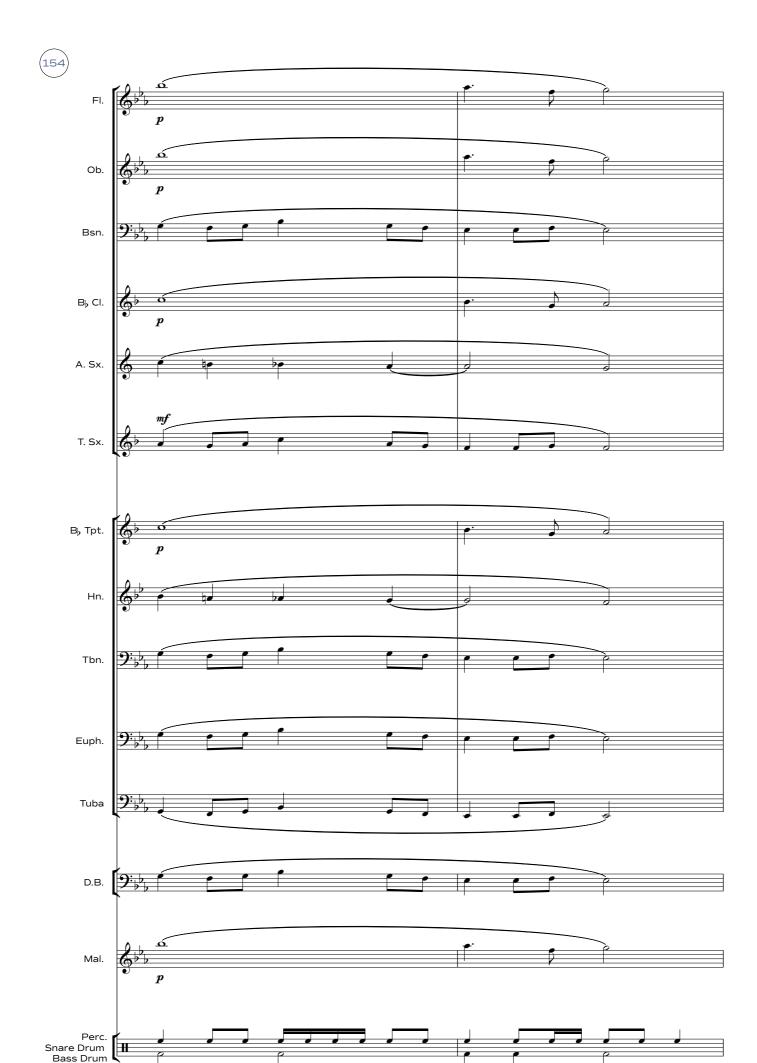
7. Jazzmine Flow-er





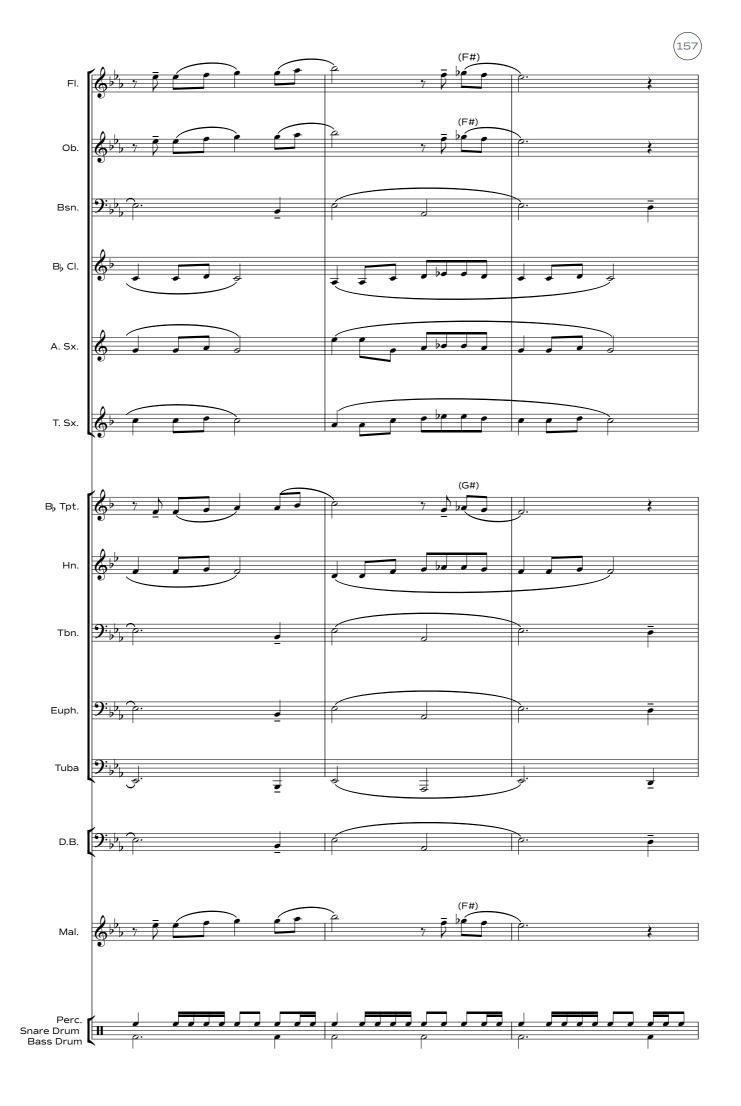




















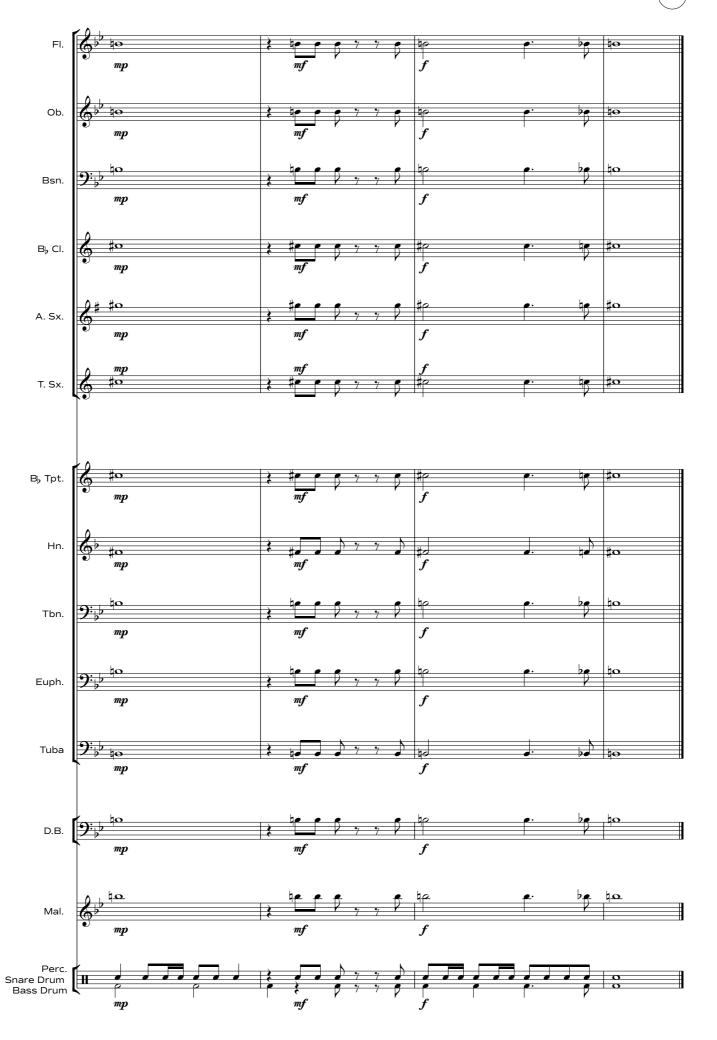
1. B Flat To Natural



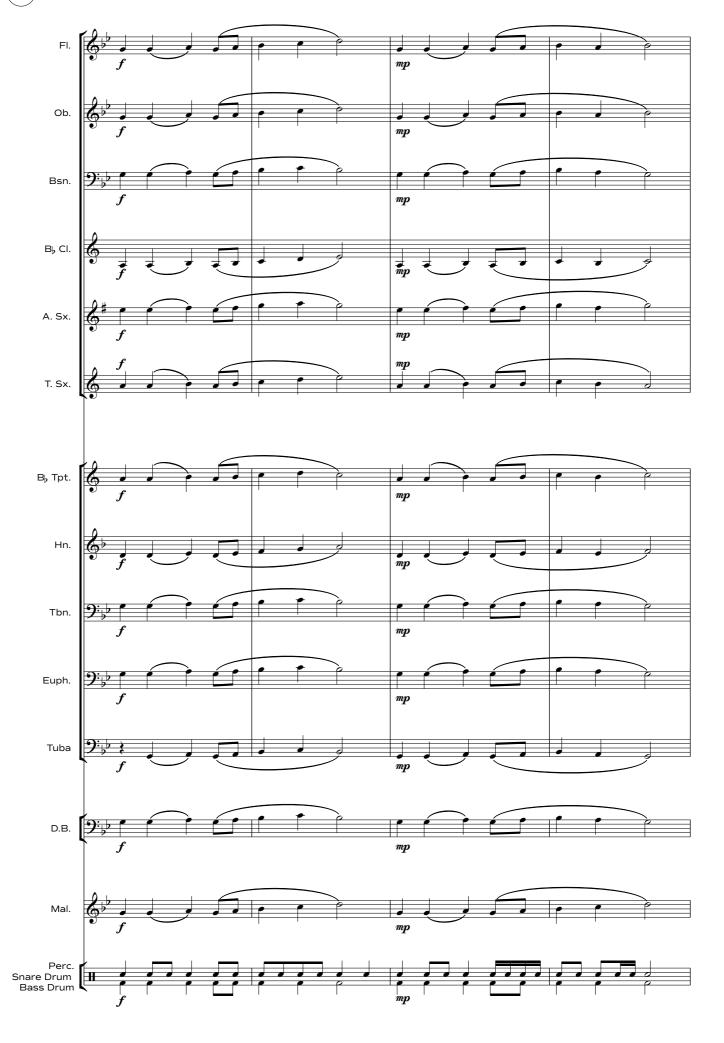


2. B Flat To Natural Again





3. A Note To A Brighter Day







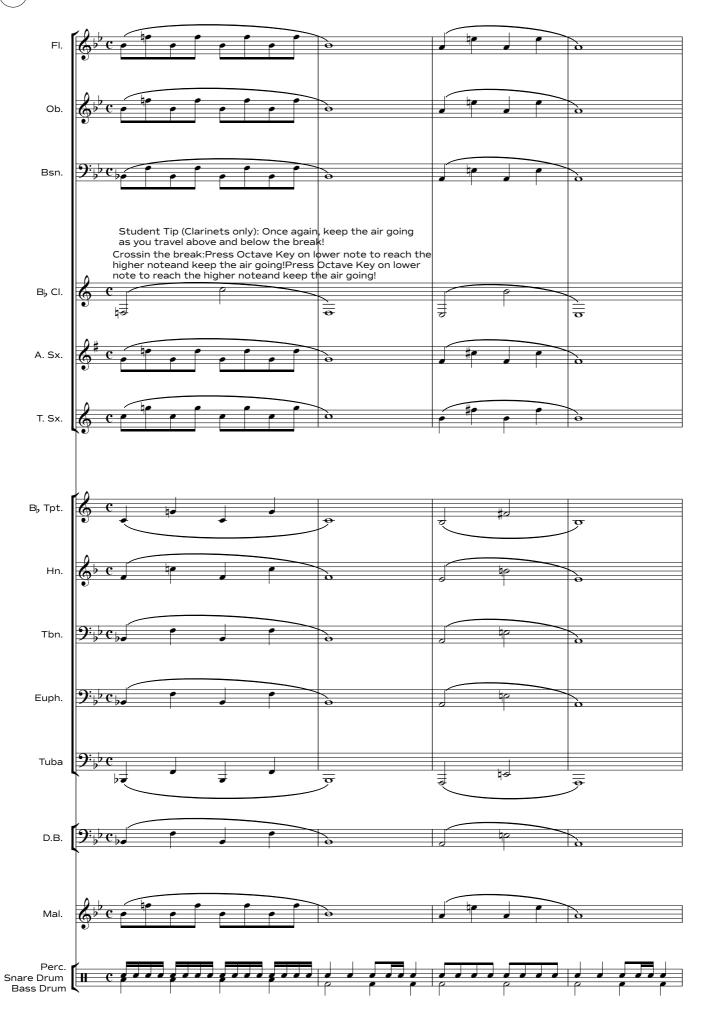


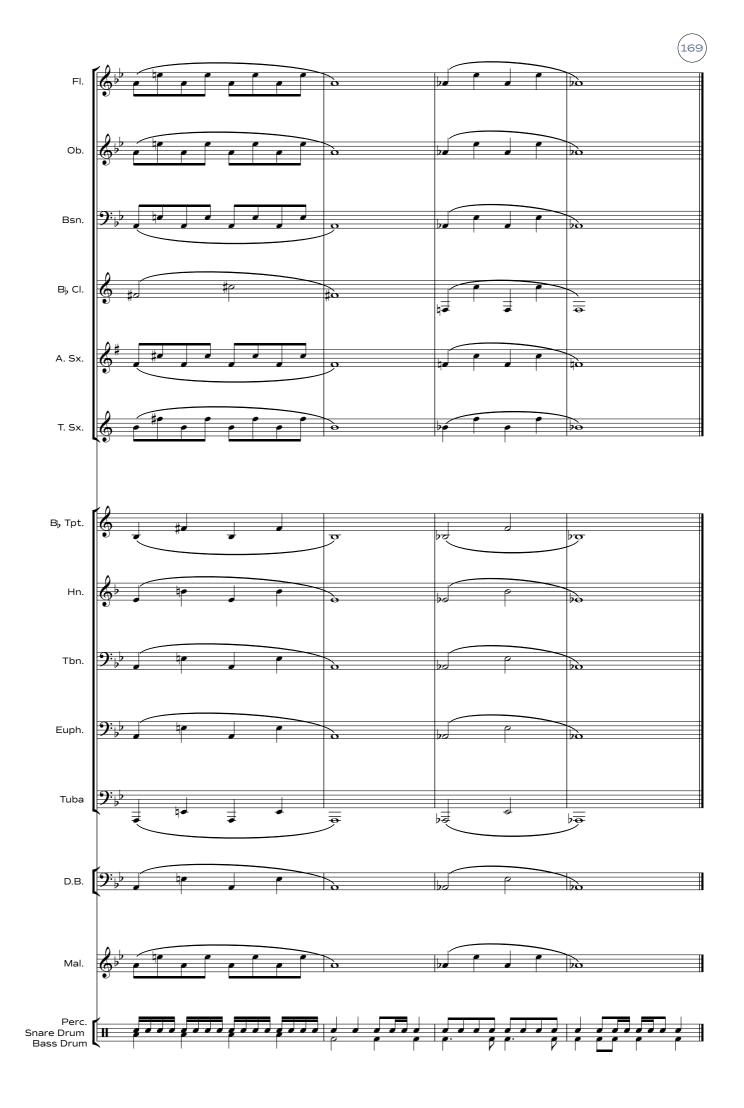
4. CABBAGE Is For Me Articulation Focus: Tenuto, Staccato & Slur





5. Don't 'Break' Your Lips II





6. Syncopation Fun!

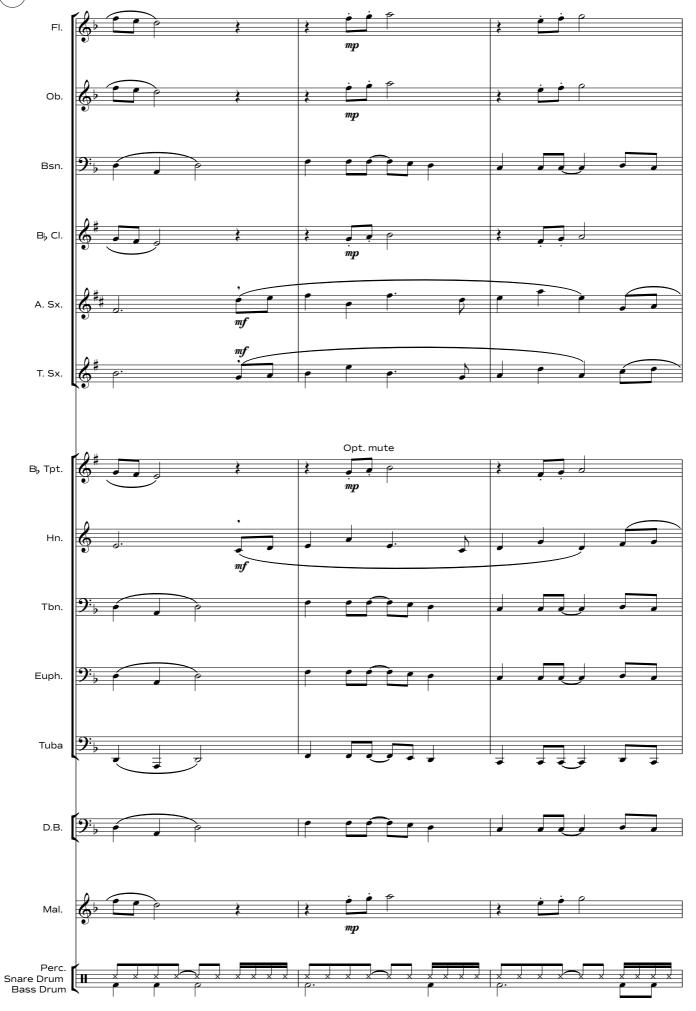




7. My Minor Adventure Concluding Work













Bsn. B_b CI. (Bb)b) A. Sx. (Eb)b) T. Sx. B_b Tpt. Hn. Tbn. 9:57777777



179

1. Simple Soya Bean (White)

Moderato 🗸 = 92



പ്പുട്ടു Gampound Grass Jelly (Black)

Teacher Tip: As you would have realised, exercises 1 and 2 are the same, but grouped differently due to the time signature.

Teach the concept of 6/8 here and how it is similar to 3/4, but that they are grouped and felt differently.

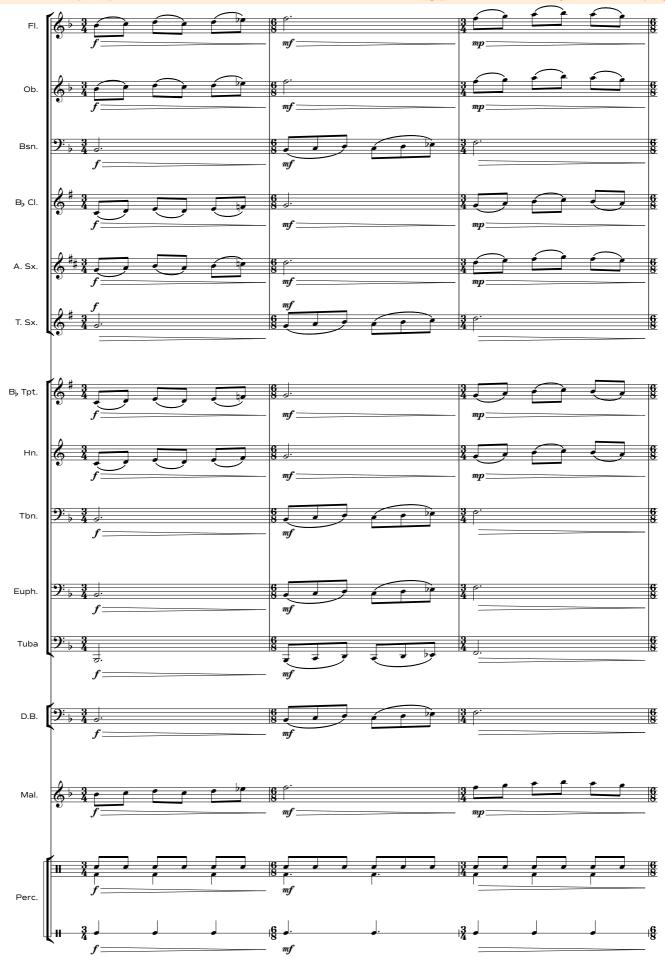




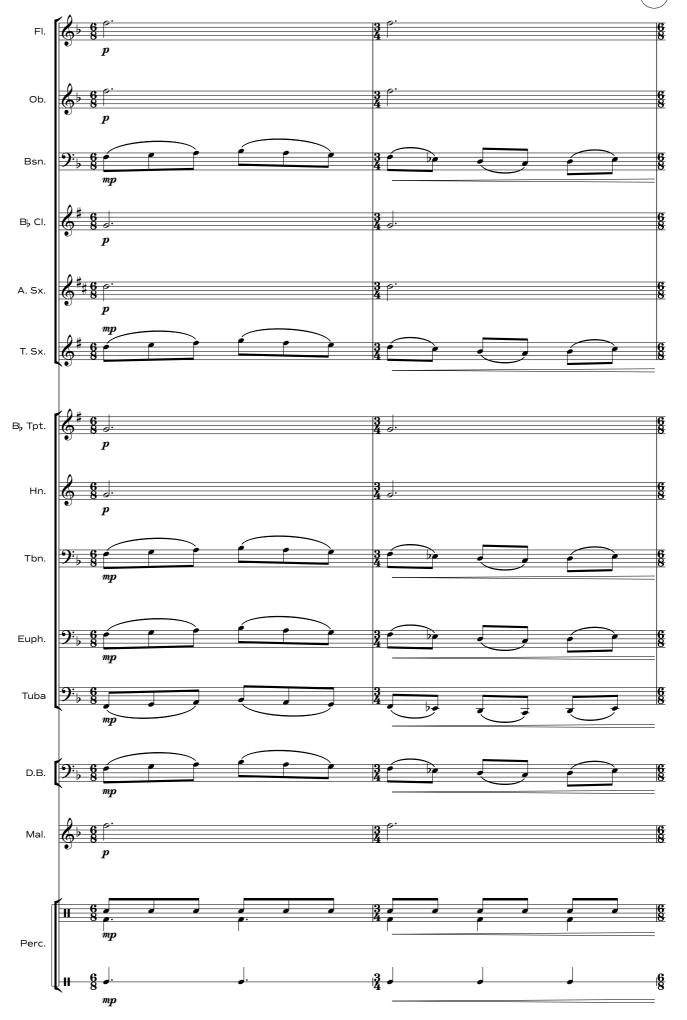


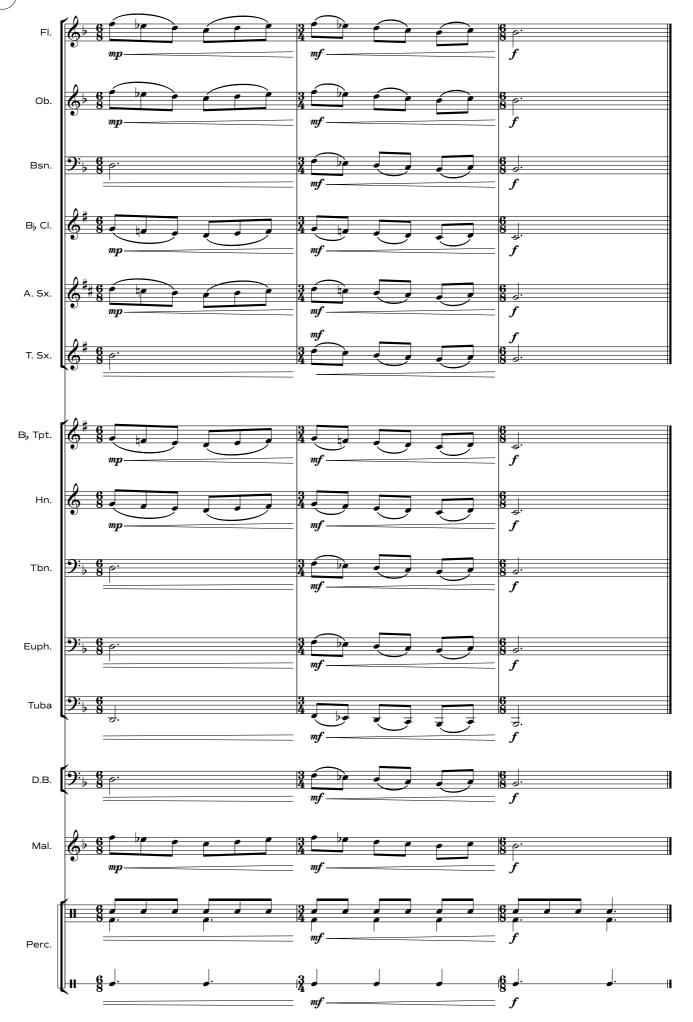
3. "Michael Jackson" (Black or White)

elp the students on their first few tries, then revert to usual 3/4 and 6/8 beating patterns when they are able to play confid







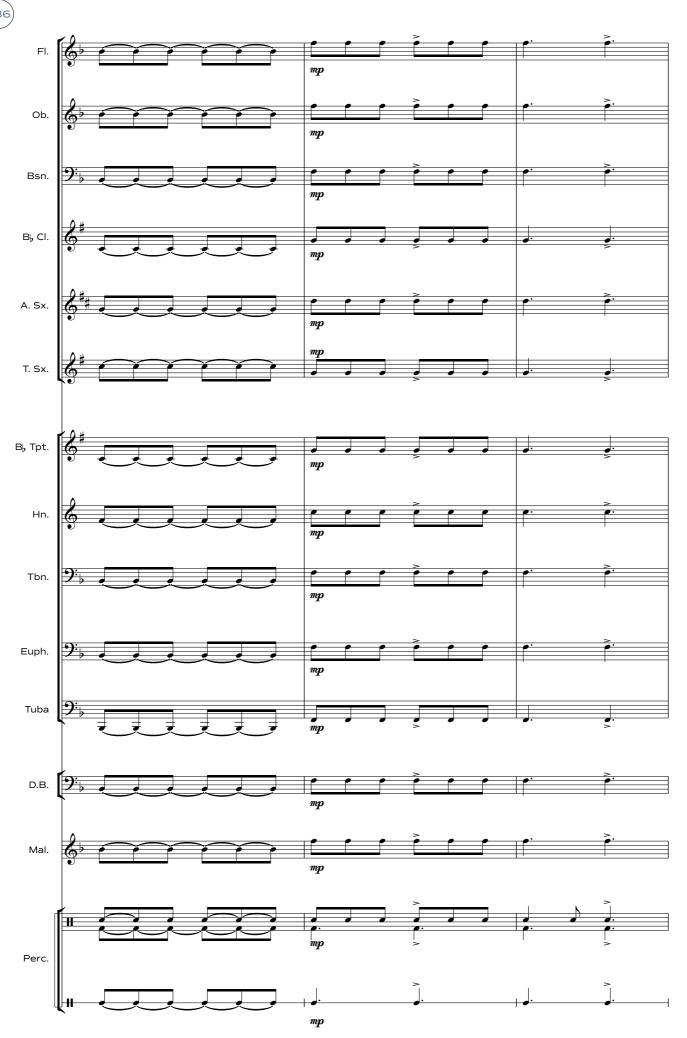


Suggestion:

Effectiveness on an artification of the initial management of before and after the targeted note.

Artificial for the live as pecessarily means you play the note with the Staccato play the note before/after lighter. Bsn. Euph.









5. Three Is To Two

acher Tip: Have the students play this slowly first, speeding up the tempo only when they manage to get all the details corre





6. Is Your Sixth Sense Right?











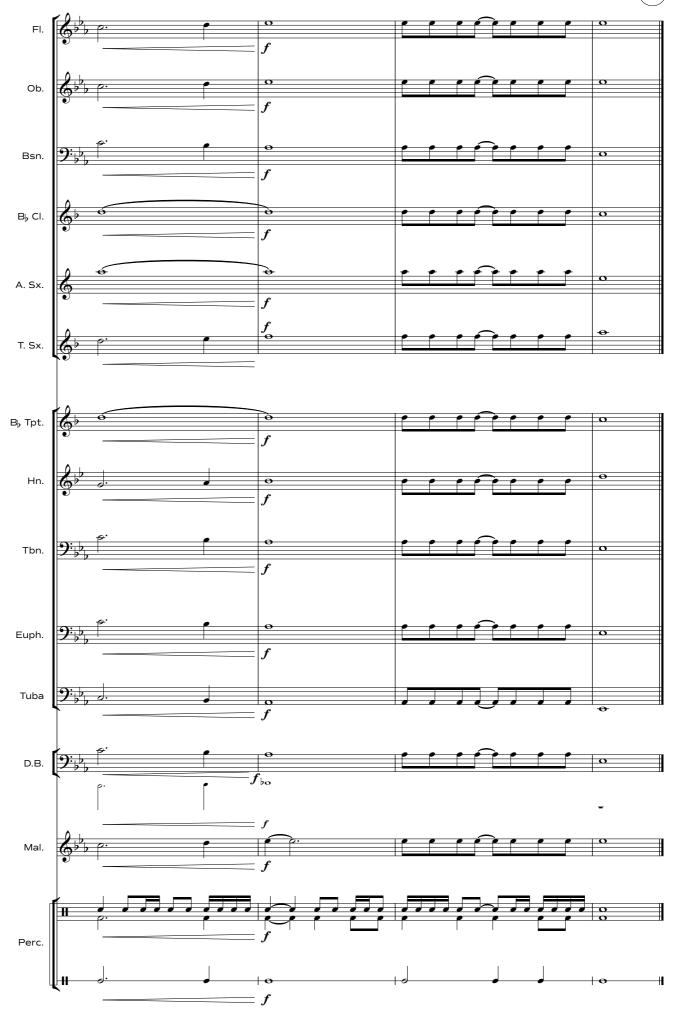




1. Concert C-for-Clarinet







2. Darkstep

Suggestion: Play without suggested dynamics first and only play with dynamics when tone and notes are secure.







200

3. D-lusion





4. M.A.S.T.er Of The House

Art Teacher Tip: This exercise features all four main types of articulation- marcato, accent, staccato and tenuto. 1uto

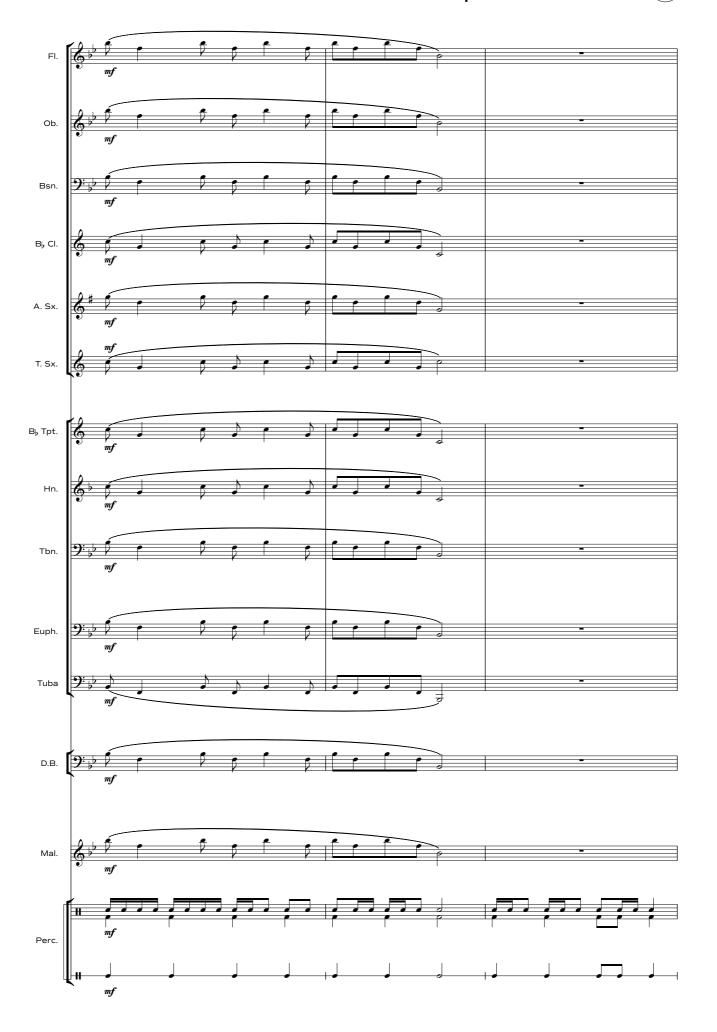






5. Don't 'Break' Your Lips III







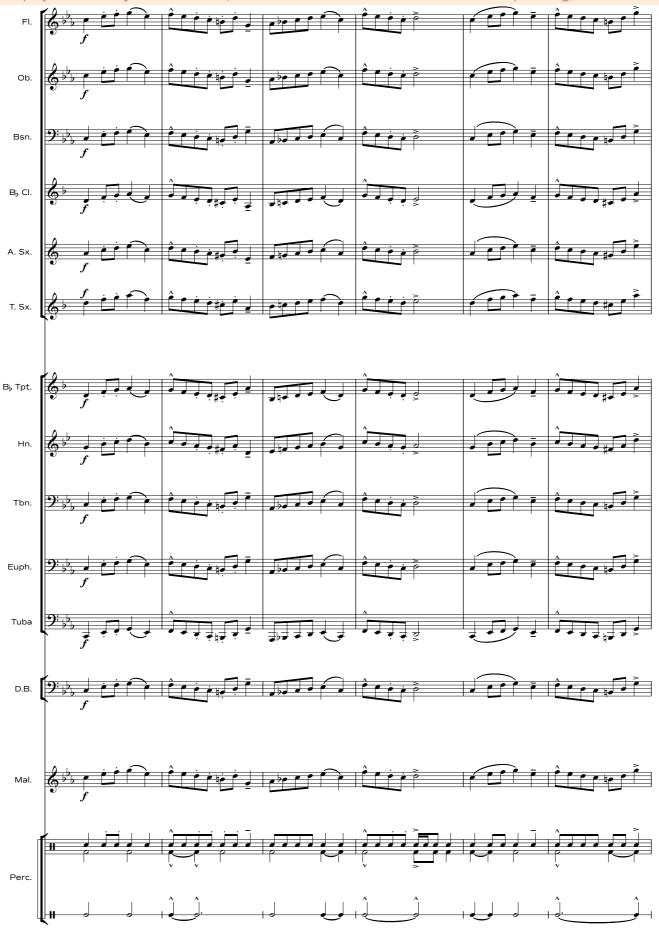




6. Unision: Melody In c minor

Andante J= 100

Tip: As everyone plays the melody in unision here, ensure that students listen to each other's phrasing, articulation and note







7. Dancing By The c-side

























1. Some New Notes



2. Old Friend, New Notes









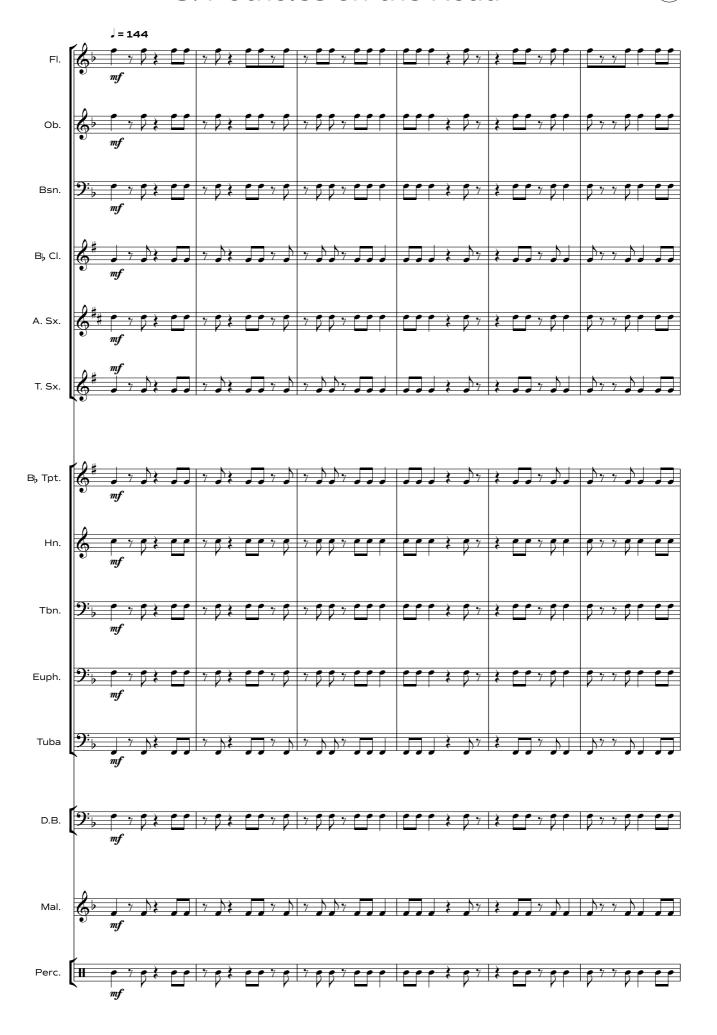


4. Slow Ride, Take It Easy



5. Potholes on the Road









splitting the band into two halves, with the second half starting to play two beats later (on the 3rd beat of bar 1), creating
Also try getting angle half to play piano dynamic while getting the other to play forte- and then swap roles!







7. The Guard of Honour

















1. Gee, Clarinets!









2. What Do You C?

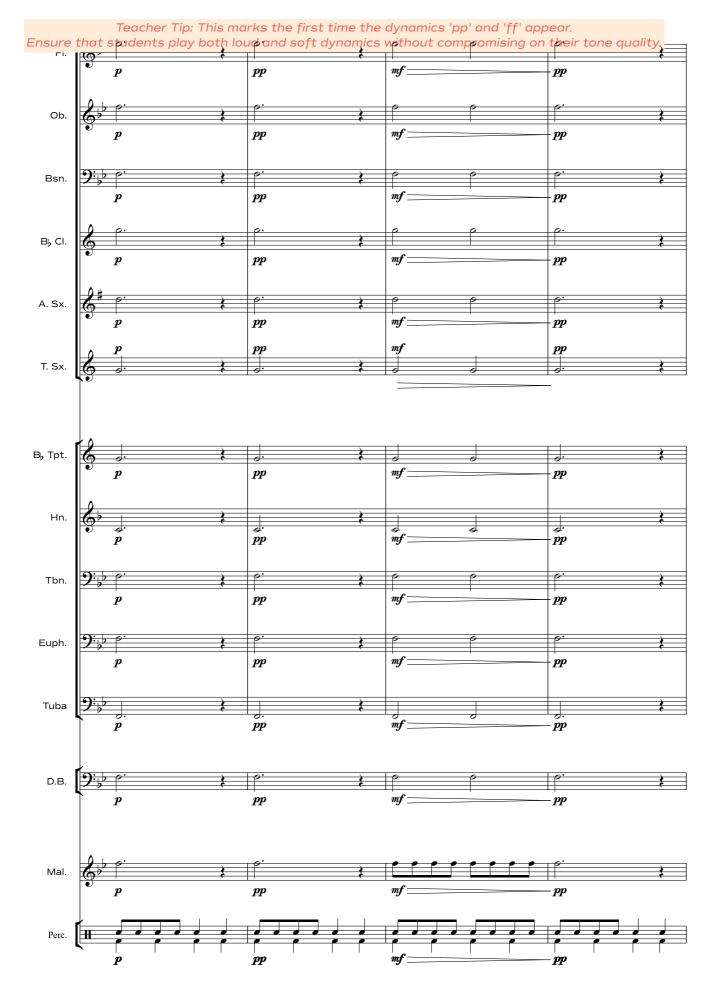


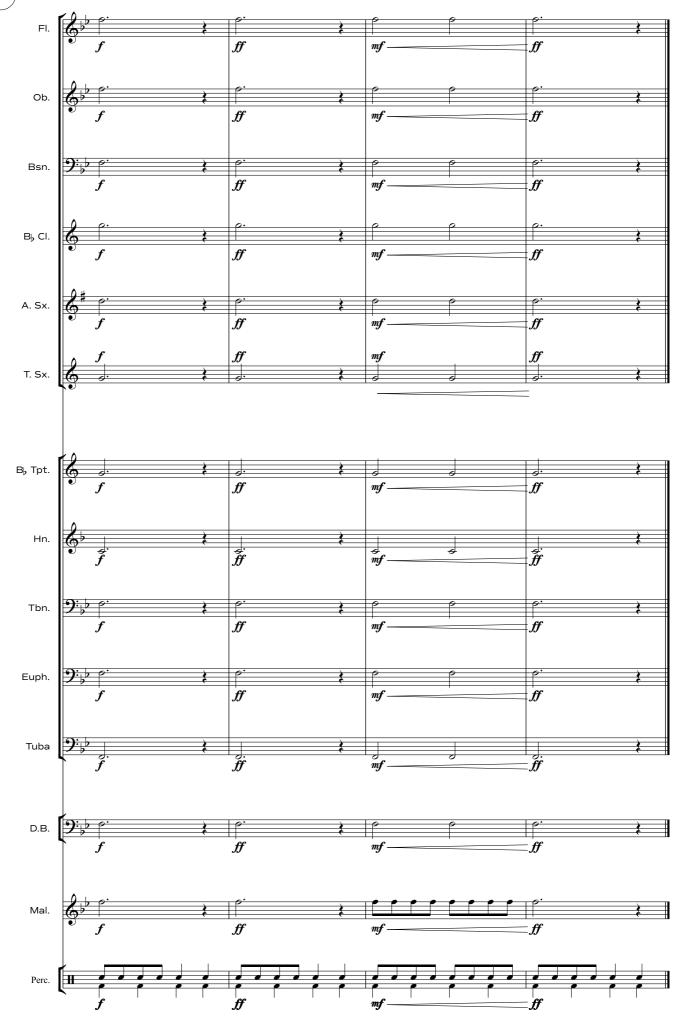






3. Very Soft, Very Loud





4. Ships on the C







5. In Sync(opation)

Teachers Tip: It may be useful to get students to clap or verbalise the rhythm before attempting to play it.





6. In Sync(opation) Too

Teachers Tip: The 'semiquaver double stroke' sppears here for auxillary percussion for the first time.

This introduces percussionists to one of the many ways a simple roll can be executed.







7. Theme And Variations





















1. Bouncy Castle







2. Long and Short







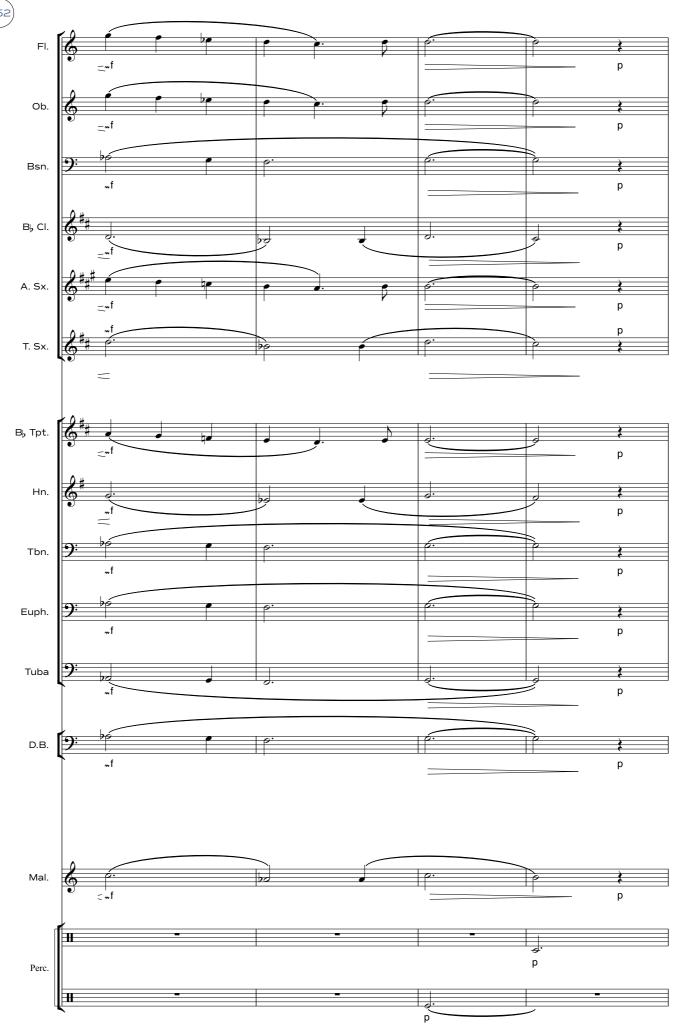


















4. Bouncy Castle 2







5. Two Nice Mice







6. The President Arrives















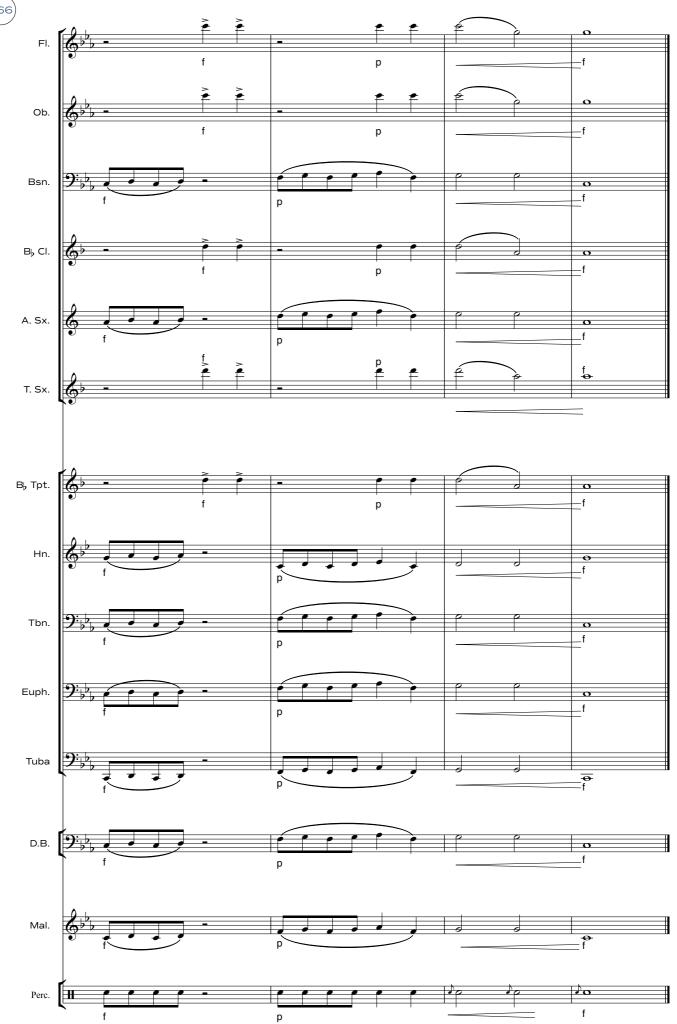




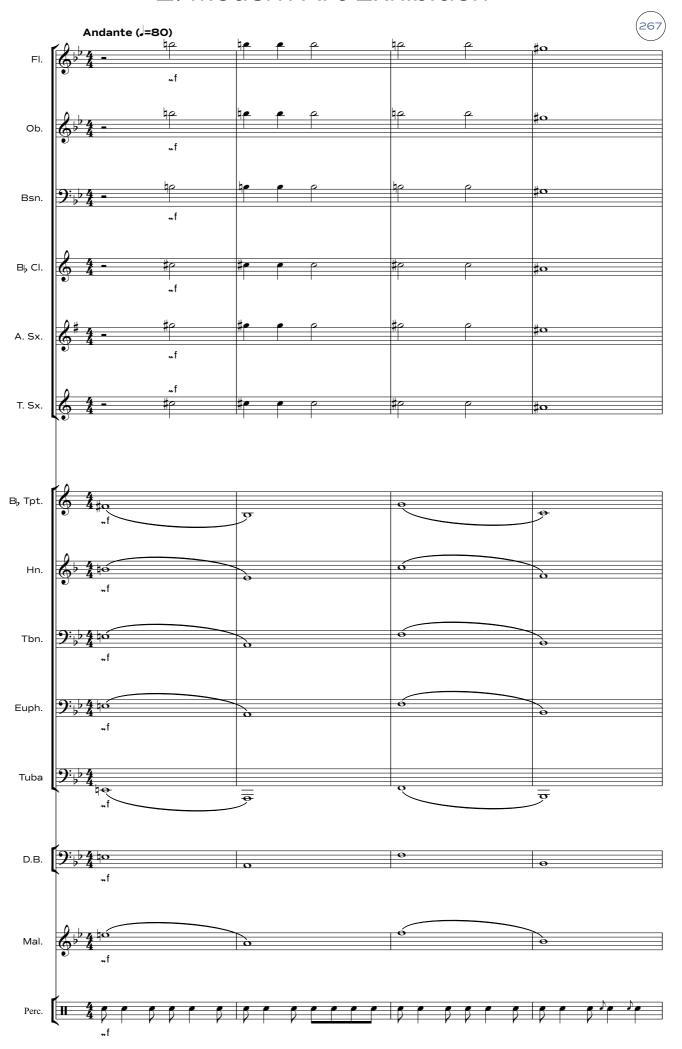
1. 10 Courts of Hell



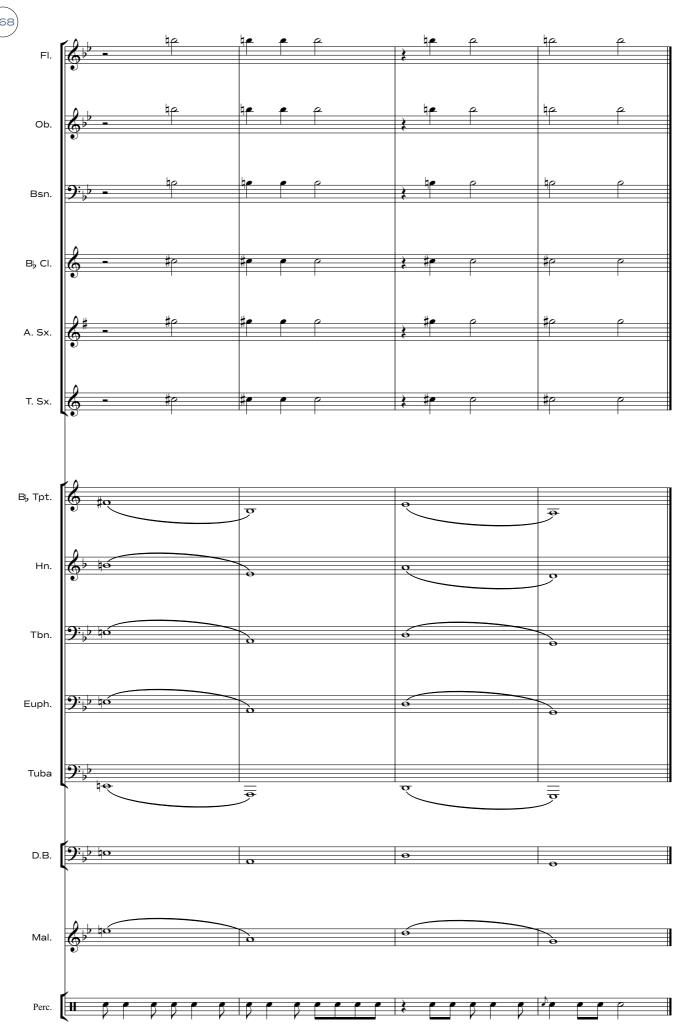




2. Modern Art Exhibition





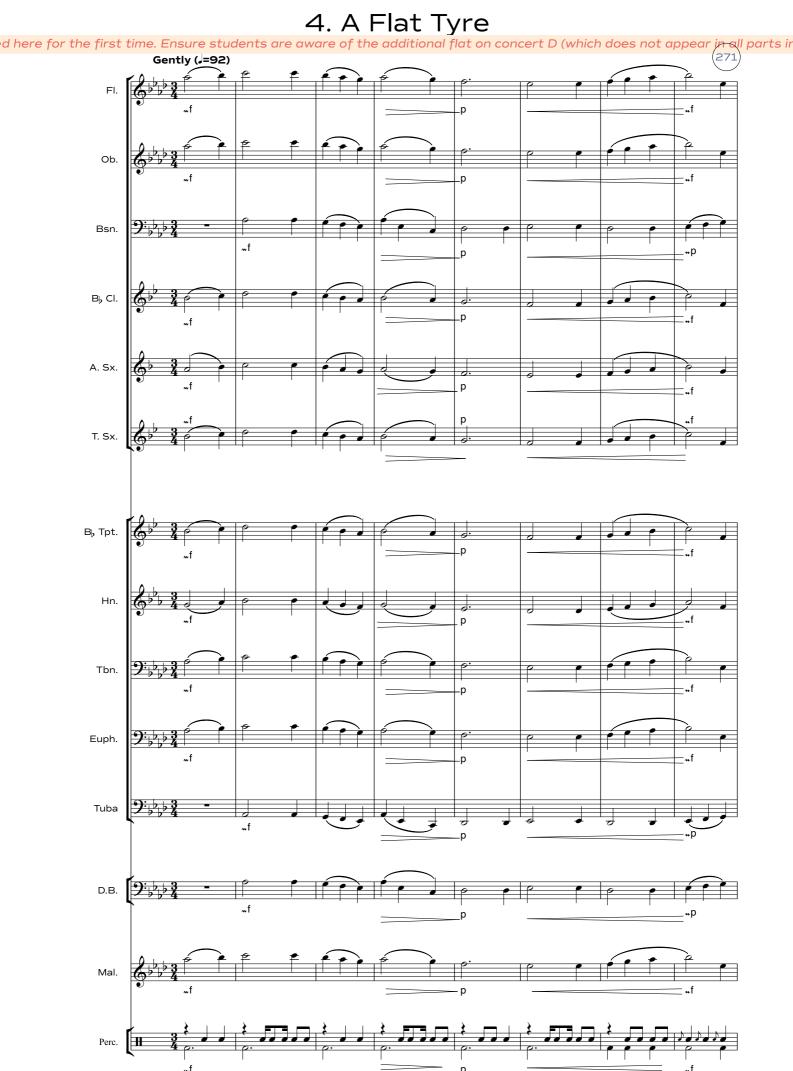


3. Military Salute













5. Stroll Through Jurong Lake Gardens (Part 1)







6. Stroll Through Jurong Lake Gardens (Part 2)



7. Space Battle

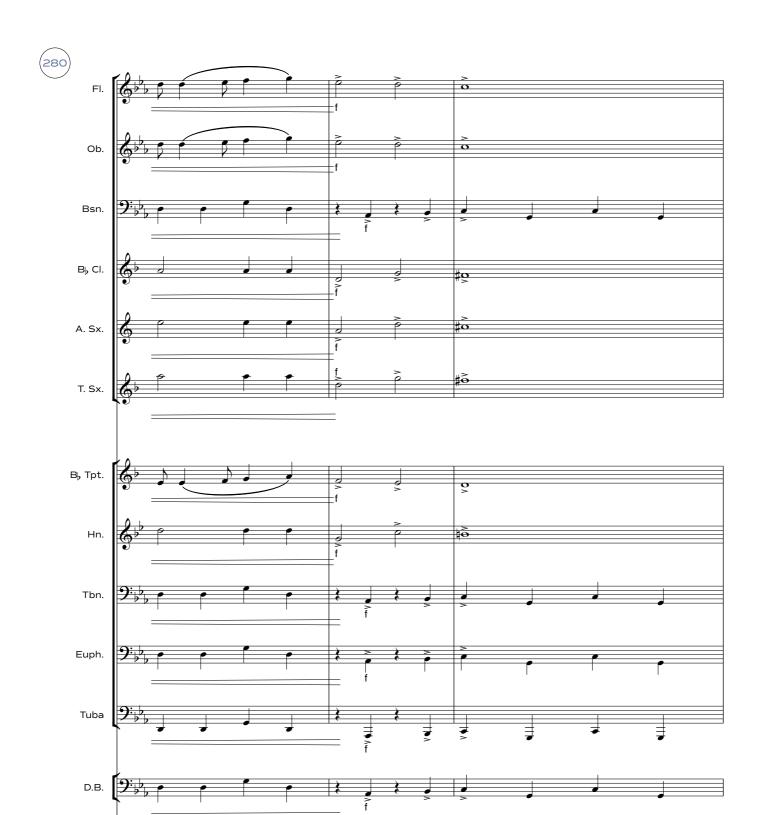
Introduce students to the hi-hat and its capabilities, which should be played on if available.













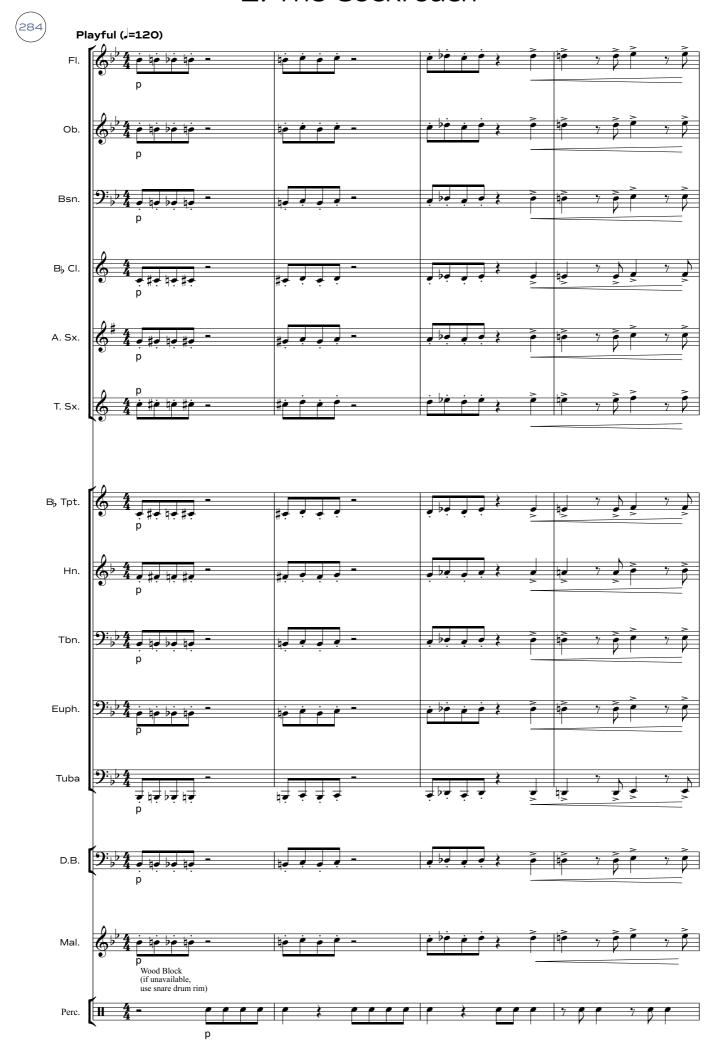


1. Sunset on Tanjong Beach
The anacrusis (pick-up) and fermata are introduced here for the first time.





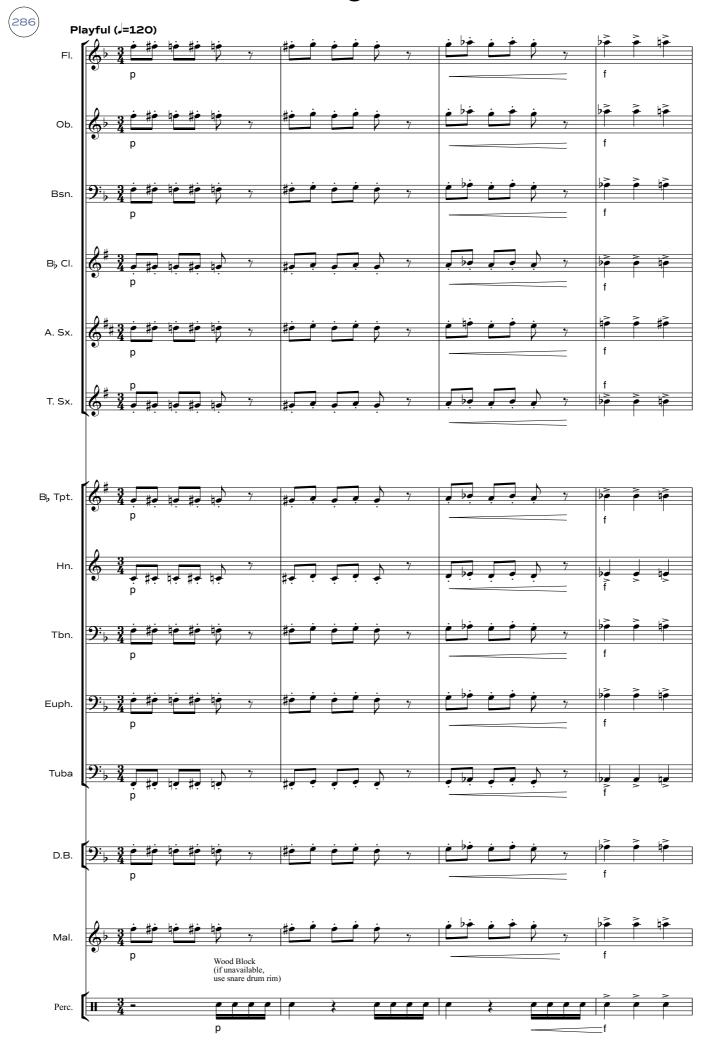
2. The Cockroach







3. Midnight Mice





4. Can you tie a tie?



5. Can you tie more ties?







6. Cable Car Ride













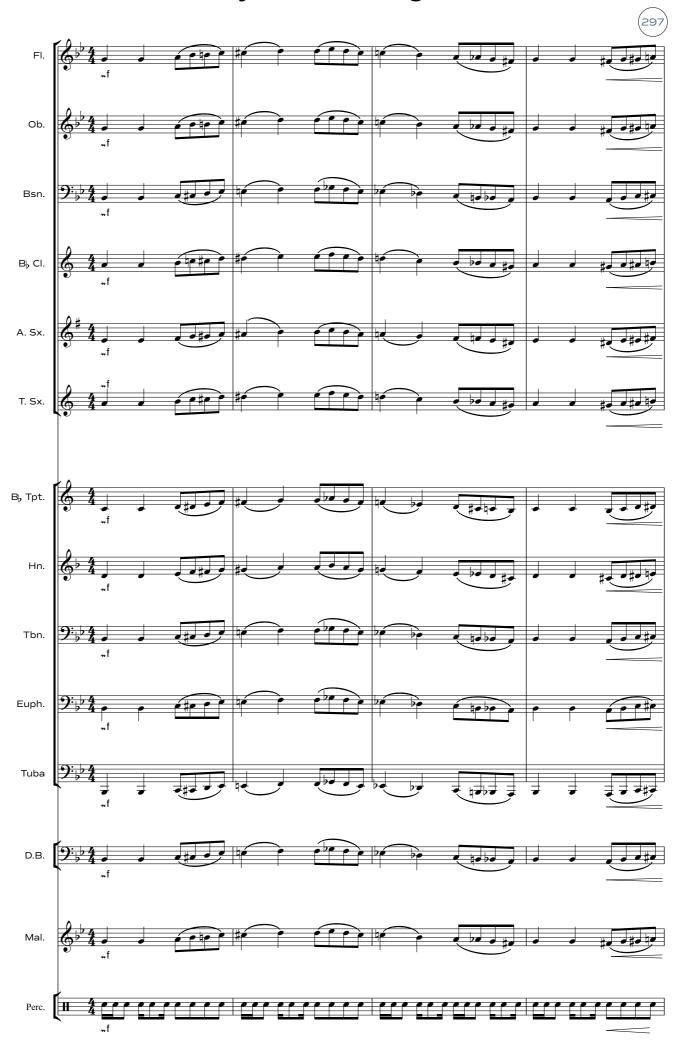
1. By Accident



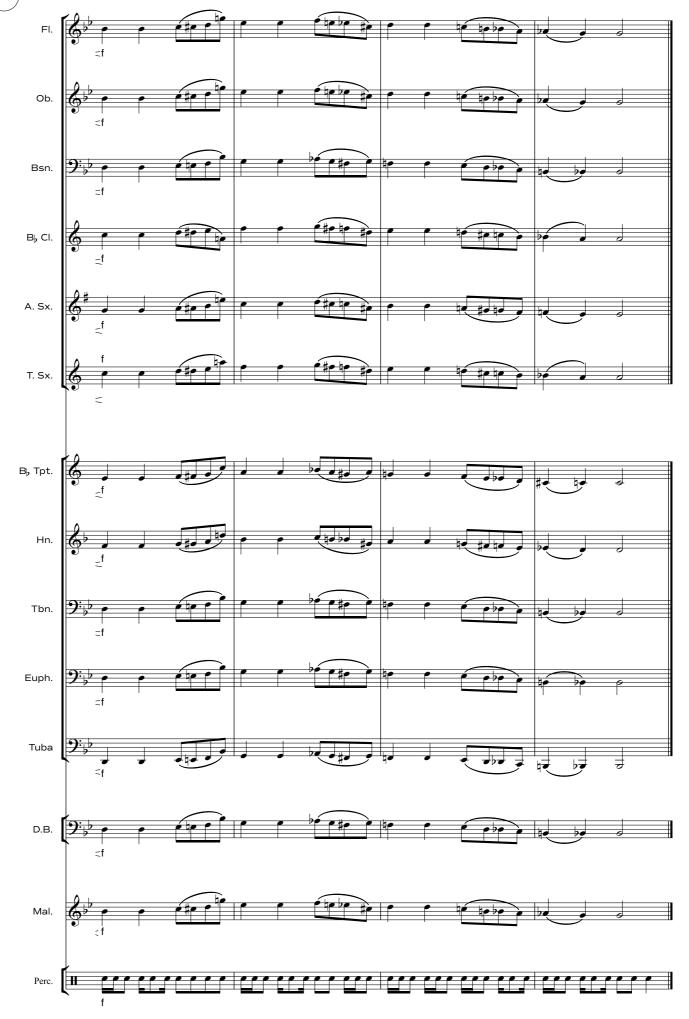




2. By Accident Again







3. Birthday Surprise







4. 'Force 136' - Excerpt



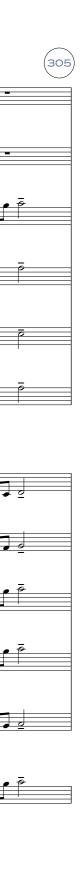






5. Graduation Day







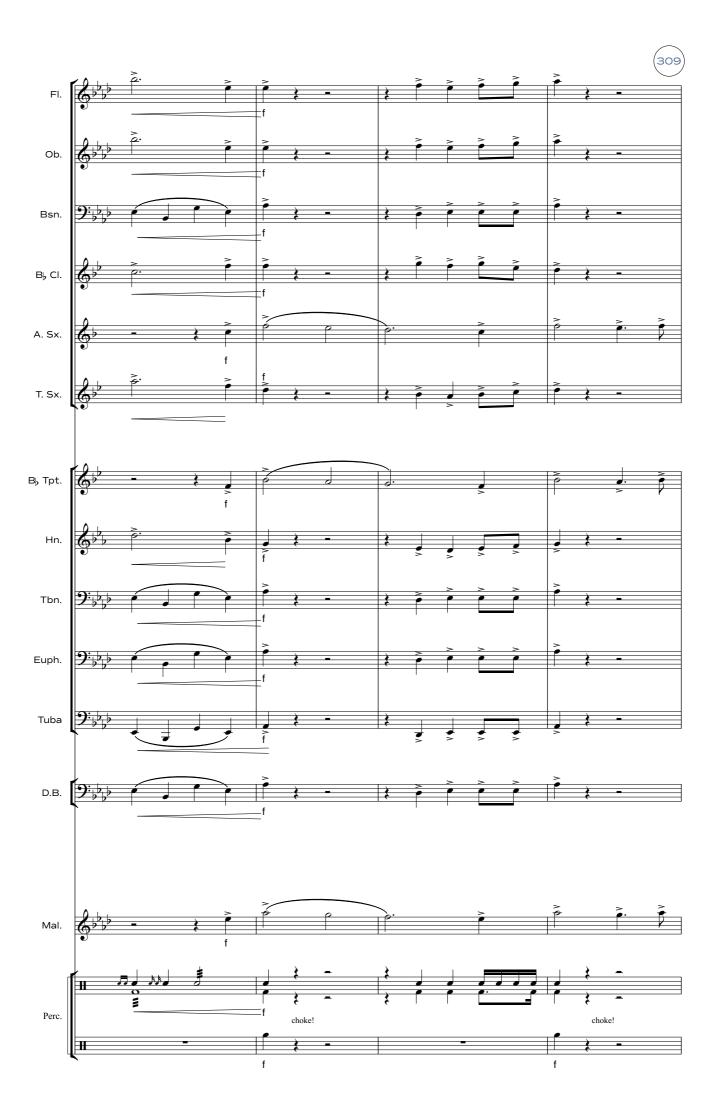












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