# Phase 1

# -Lesson 1-

# 1. Play and Pause

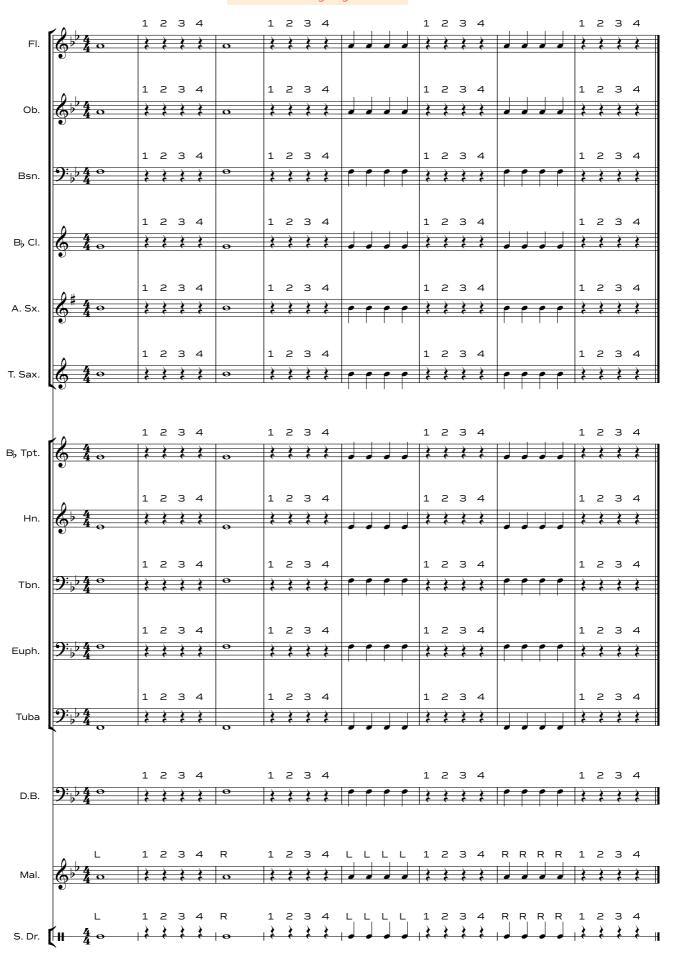
Teach the concept of a semibreve note and a semibreve rest.

Also reinforce good posture and breathing skill.

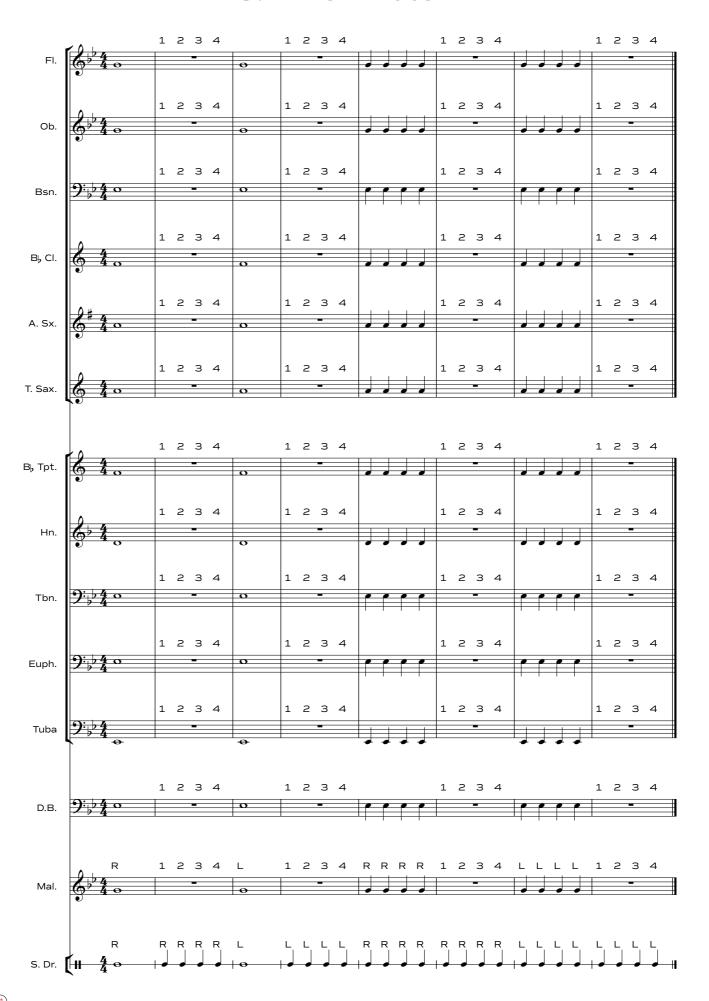
		Students should	count along as they play.		
Flute Oboe Bassoon Clarinet in B <sub>b</sub> Alto Saxophone Tenor Saxophone	- A .	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Flute		-	0 -	0 -	0 -
		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Oboe	6 4 0	-	0	0	0
	9				
		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
D	9: 54 0			0 -	0 -
Bassoon	7 × 4				
	٥	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Clarinet in B	6 4 0	-	e	0	0
	•				
	Ⅱ .	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Alta Savanhana	2 # 4 0	-	e -	e -	e -
ано захорноне	4 3		~	_	
	II ,	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Tenor Saxophone	4 0	- ,	e -	e -	0 -
	4				
			1 2 3 4	1 2 3 4	1 2 3 4
Trumpet in Bh	12 4	-	-	e -	-
, , , , ,	4 0		0	9	0
					1 2 2 4
	l 9	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Horn in F	6, 4	-	0	0	0
	●	1 2 3 4			
		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	_	o _	o _	o
_αρσ	7 4				
					4 2 2 4
		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Tuba	<b>プラな</b>	-	•	0	-
			~		
		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Double Bass	9:,,40	<u> </u>	o	e -	• - I
Double Bass	<b>→ 4</b>				
	ı	1234 F	R 1234	L 1234	R 1 2 3 4
	2 4				
Mallets	(b) 4 0		0	0 -	0
	L	1 2 3 4	R 1234	L 1 2 3 4	R 1 2 3 4
Percussion (Snare Drum)	[ <del>   4                                  </del>	<del>-</del> -	o   - +	o   -	•   •
(C. Idi C Di dill)	· ·				

### 2. Crotchets

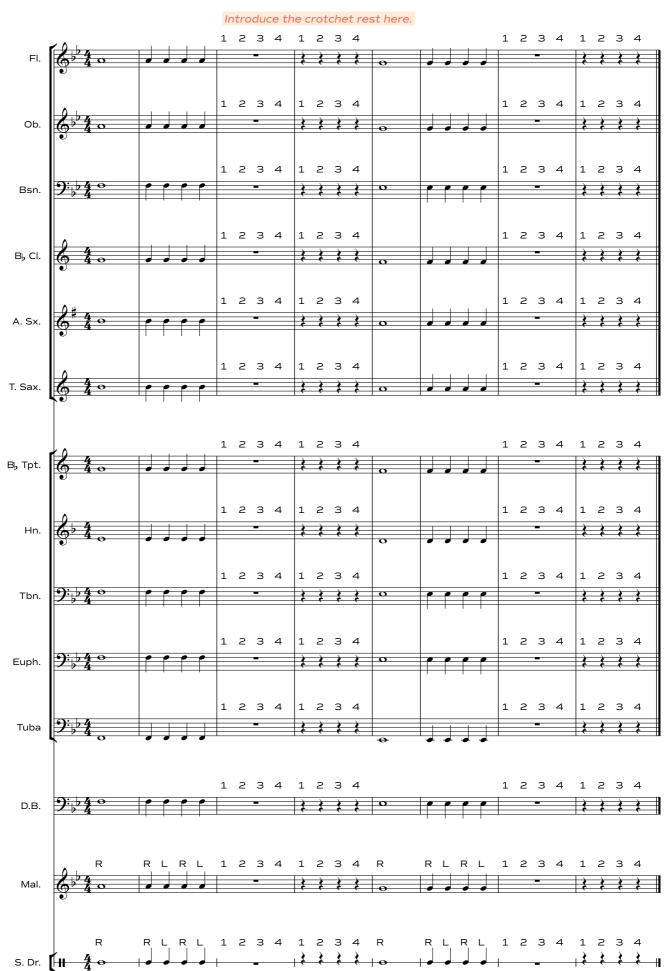
Teach basic tonguing skill here.



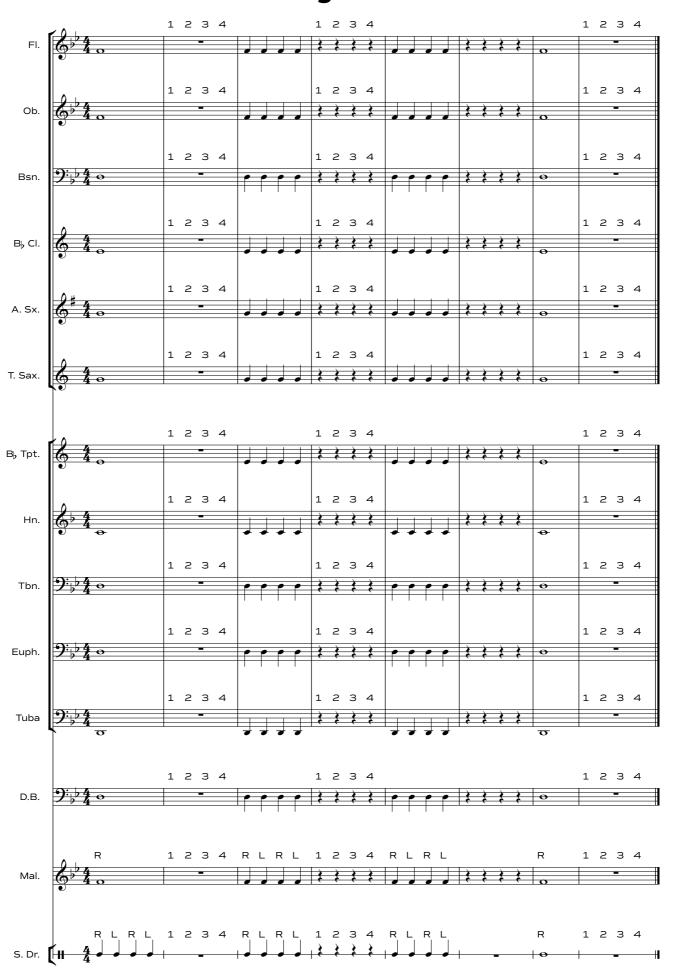
#### 3. A New Note



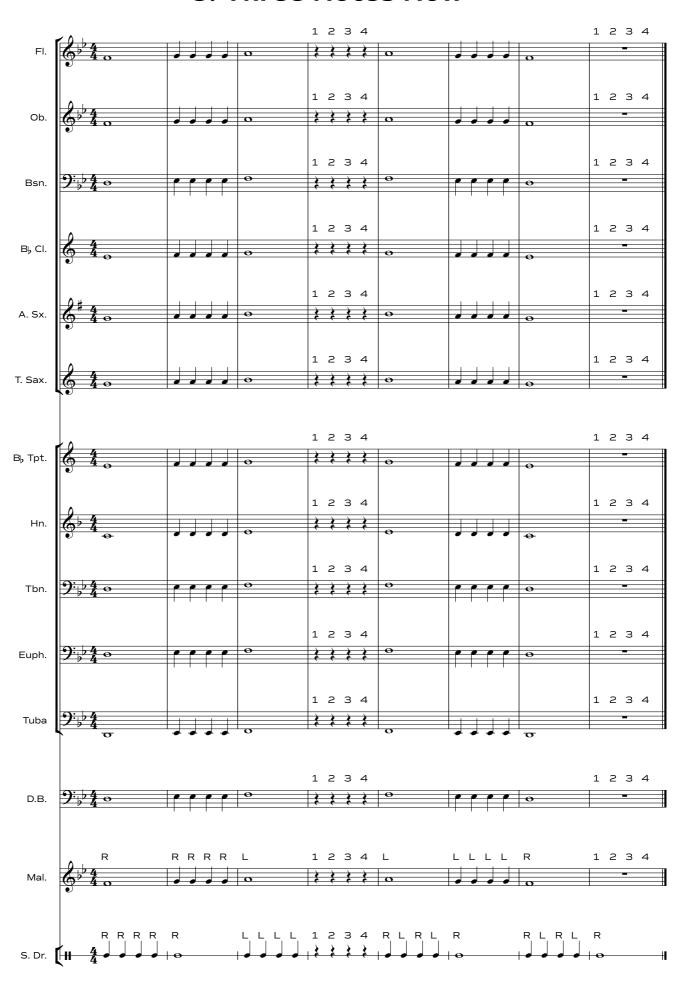
#### 4. Two Different Notes



# 5. Going Down



# 6. Three Notes Now



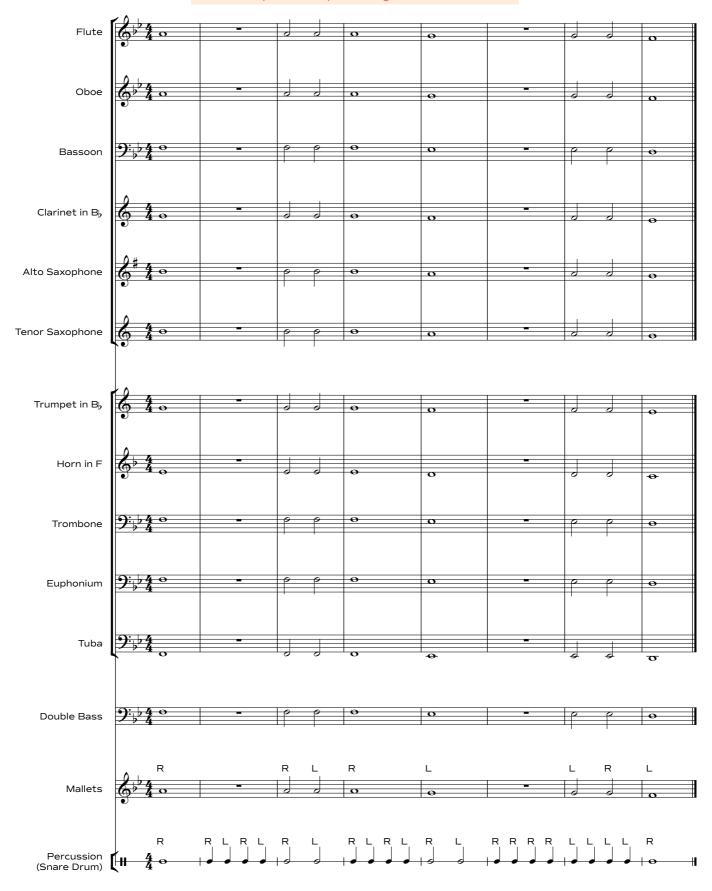
# 7. Breath Challenge!



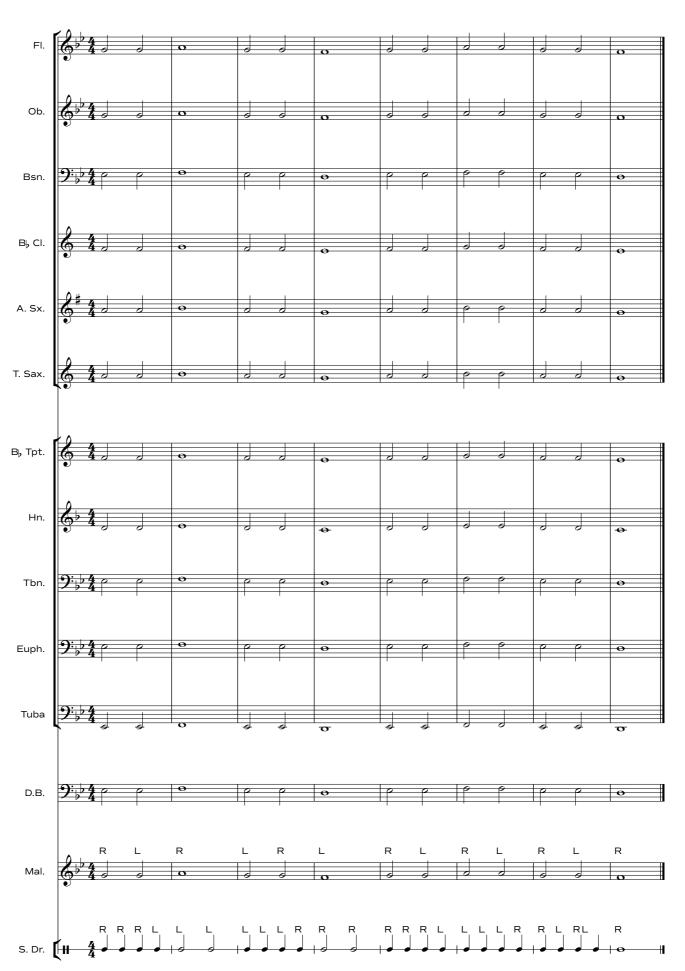
# -Lesson 2-

# 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.

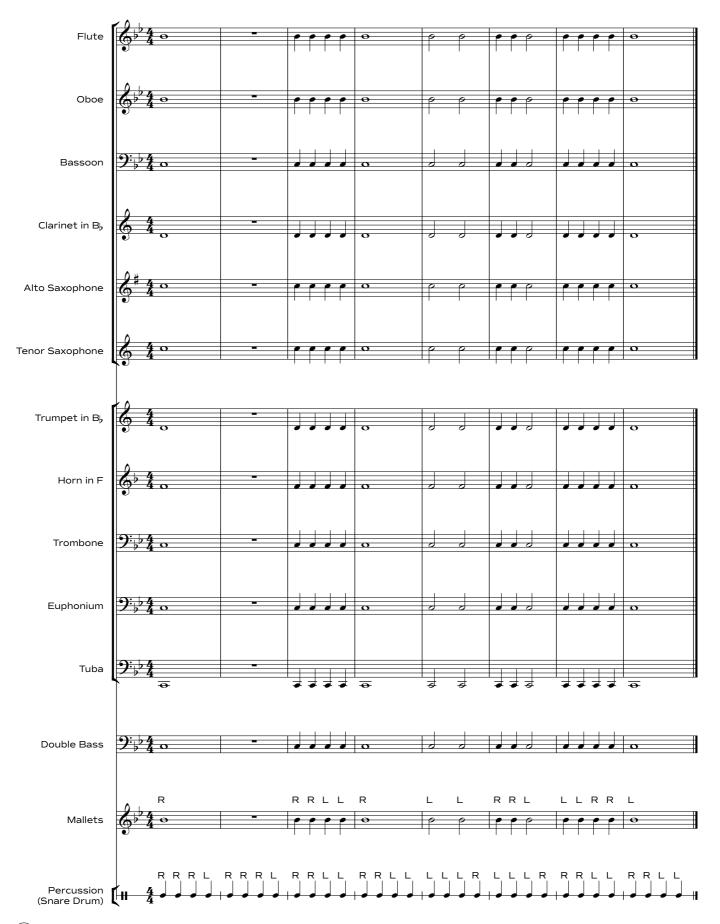


# 7. Climbing Up and Down the HDB block

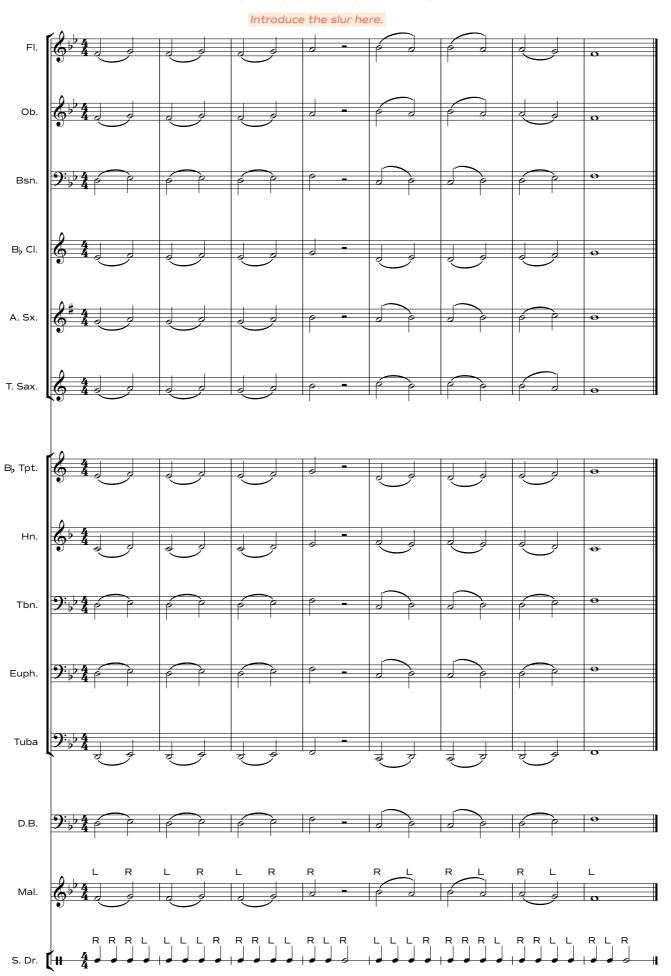


# -Lesson 3-

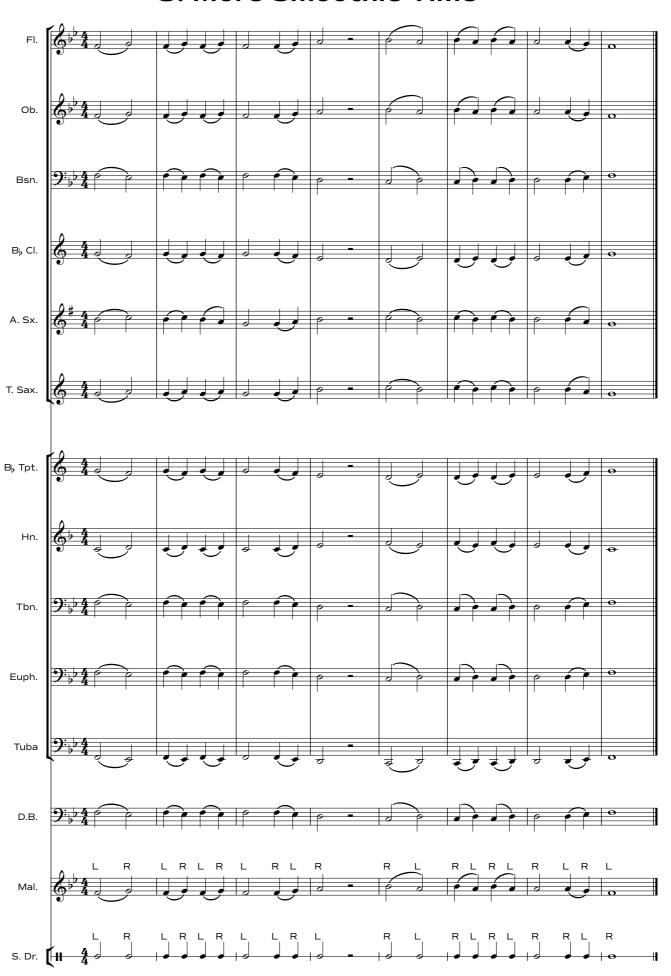
#### 1. A New Note



# 2. Smoothie Time



#### 3. More Smoothie Time



# 4. Short and Long



#### 5. Under a Rest



# 6. Rhythm Mix 2



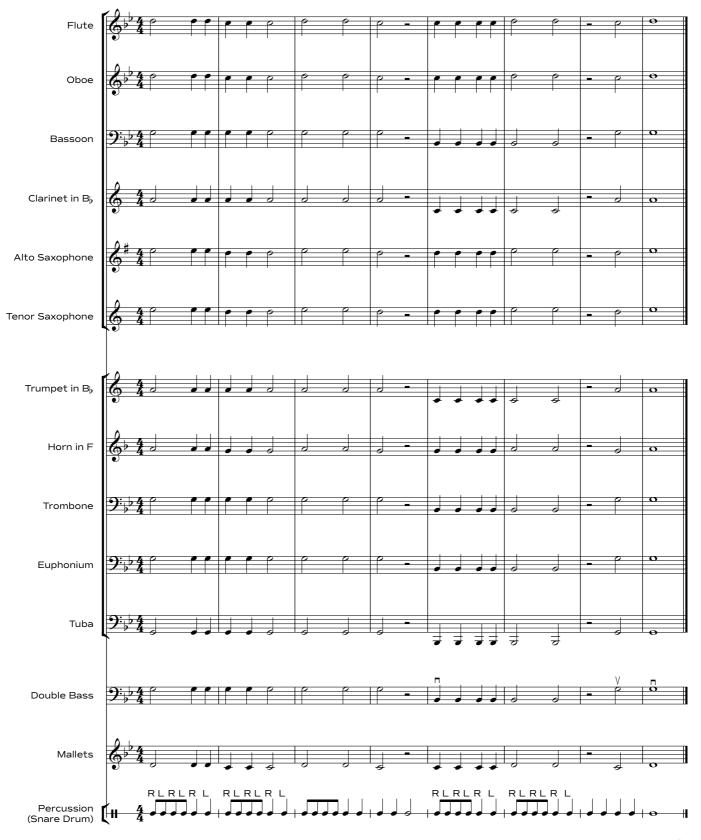
# 7. Uncle Drops His Ice Cream



# -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

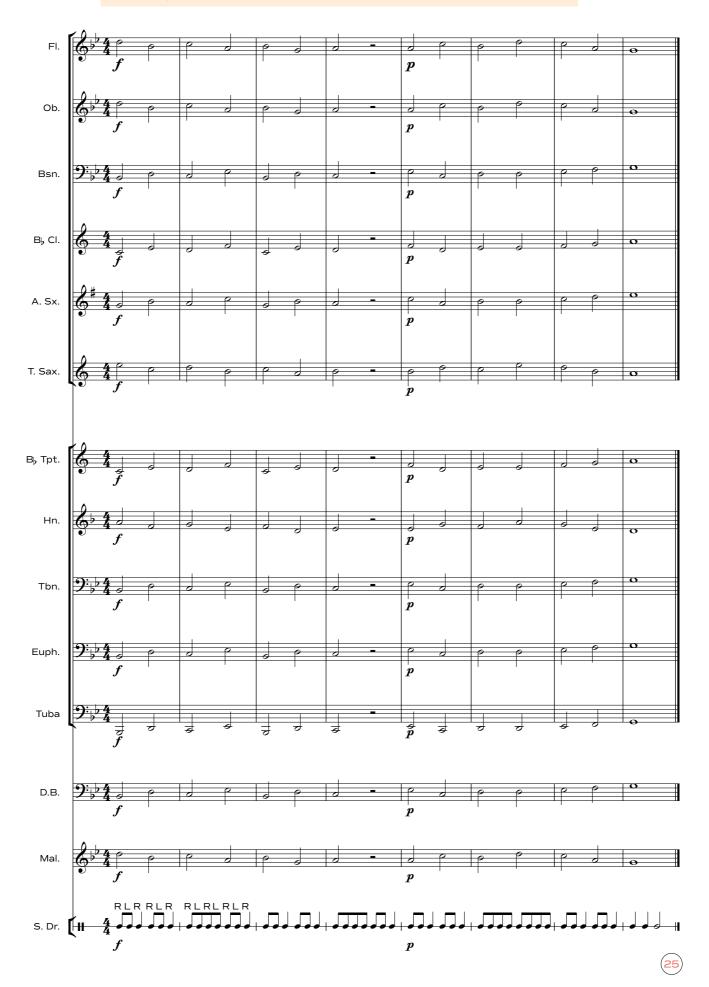


# 2. The Old and Grand Cruise Ship



# 3. The Tiger and the Cat

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



# 4. Holes Everywhere

The entire band plays in complete unison for the very first time here.



# 5. The Elevator is Spoilt



### 6. A Quiet Afternoon



# 7. Ikan Kekek (Part 1)

This is another exercise where the winds, strings and mallets of the band play in complete unison.



# -Lesson 5-

#### 1. Mount Kinabalu

Metronome markings appear for the first time here.



#### 2. Basketball Game

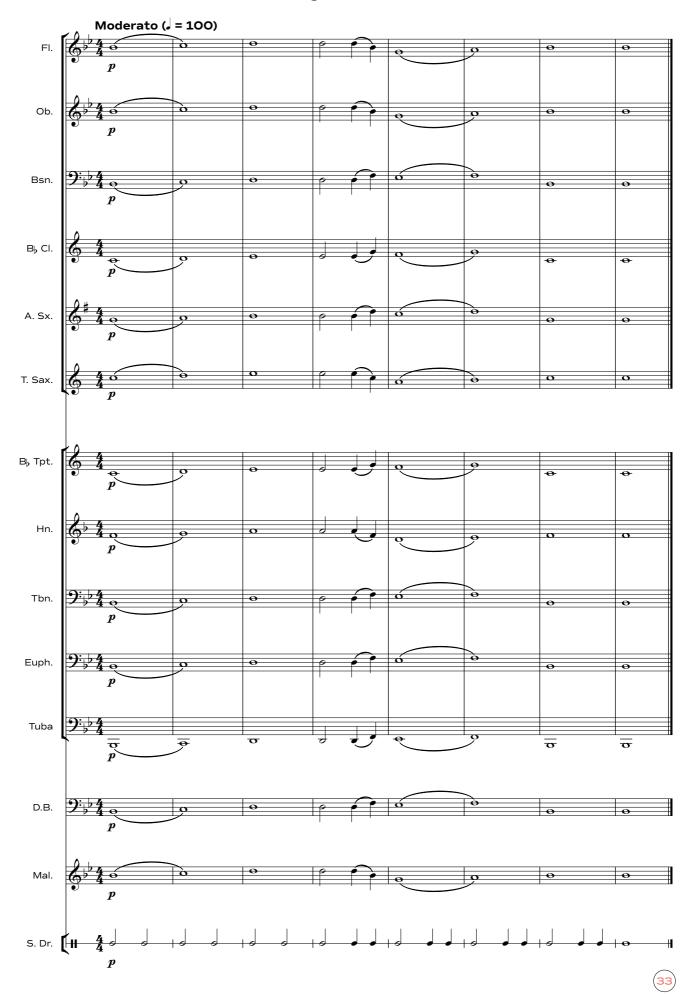


### 3. Soap Opera

Introduce the concept of 'Call and Response' here.



# 4. Another Quiet Afternoon

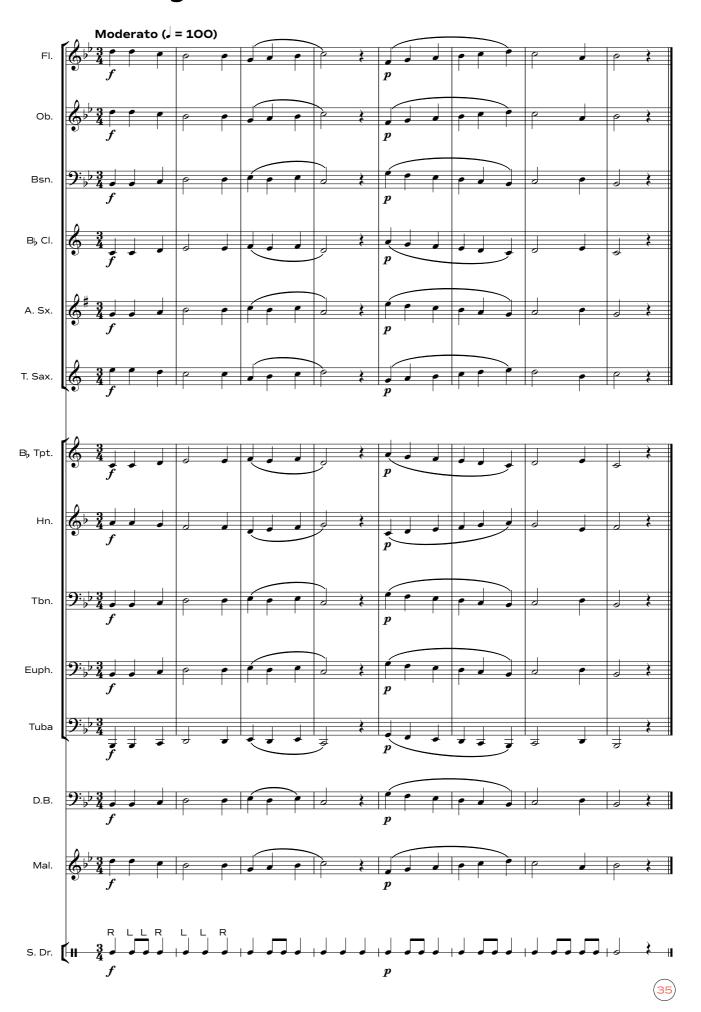


# 5. Hopscotch

3/4 time signature appears for the first time here.



# 6. Big Rabbits and Small Bunnies



### 7. Monday Blues



# -Lesson 6-

#### 1. The Attack of the Pontianak

Briefly explain what the interval of a tritone is. Additionally, the drum rudiment 'flam' is introduced here for percussion.



## 2. Dancing at the Void Deck

Teach the concept of a quaver note value here.





# 3. Rhythm Mix 3

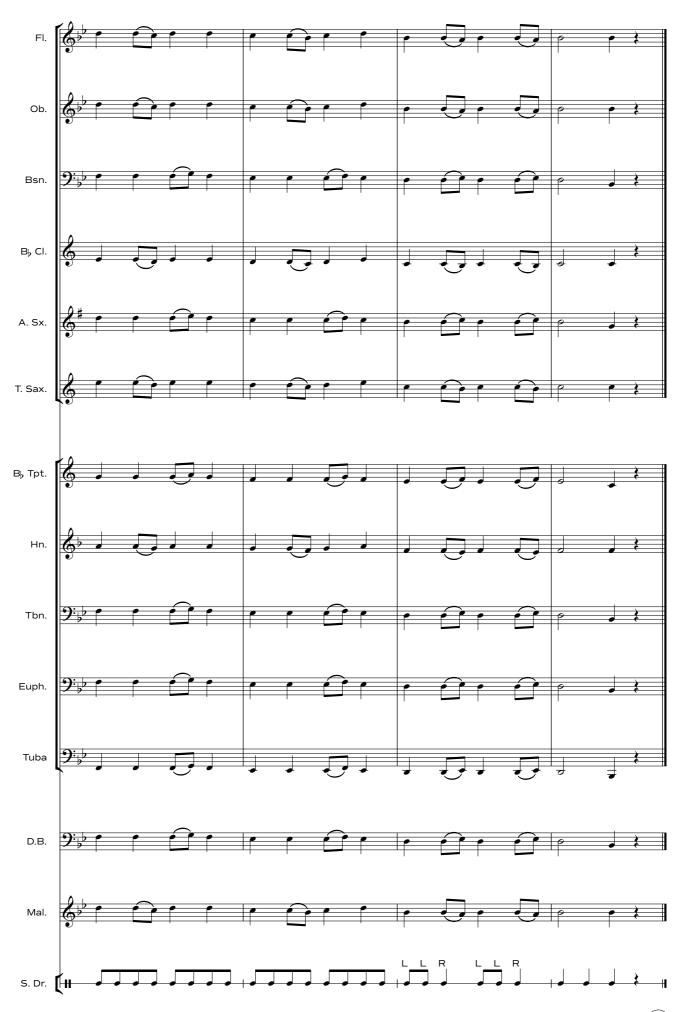
Clarinets join group 1 in this exercise. They also have a new note here: A3. Canon is also used here.





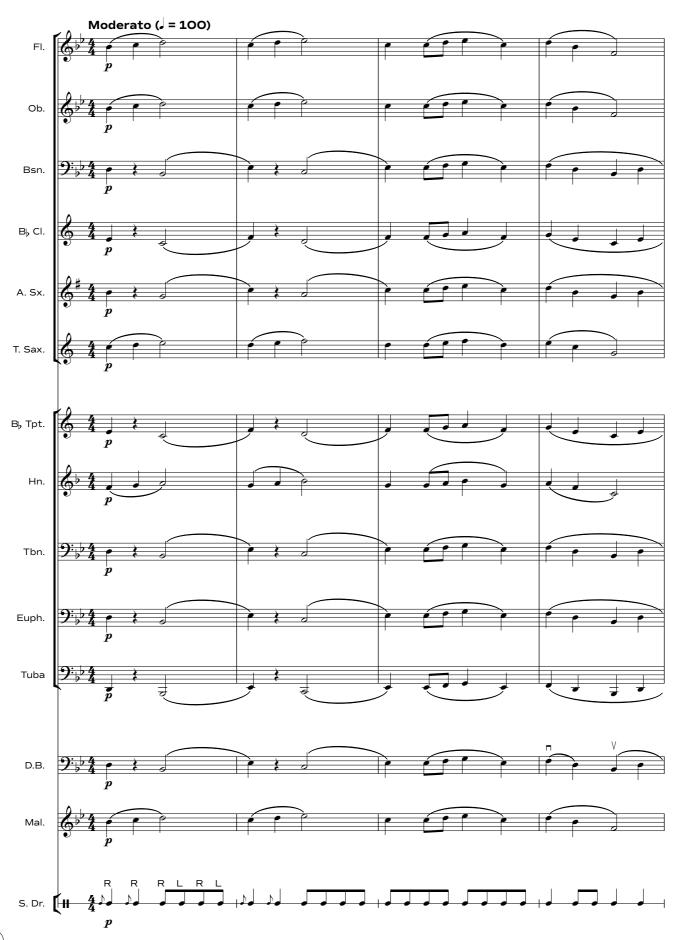
#### 4. Slow Escalator





# 5. Quivering Quavers

The wider leap of a 4th is introduced here. Clarinets also join Group 2 again here.



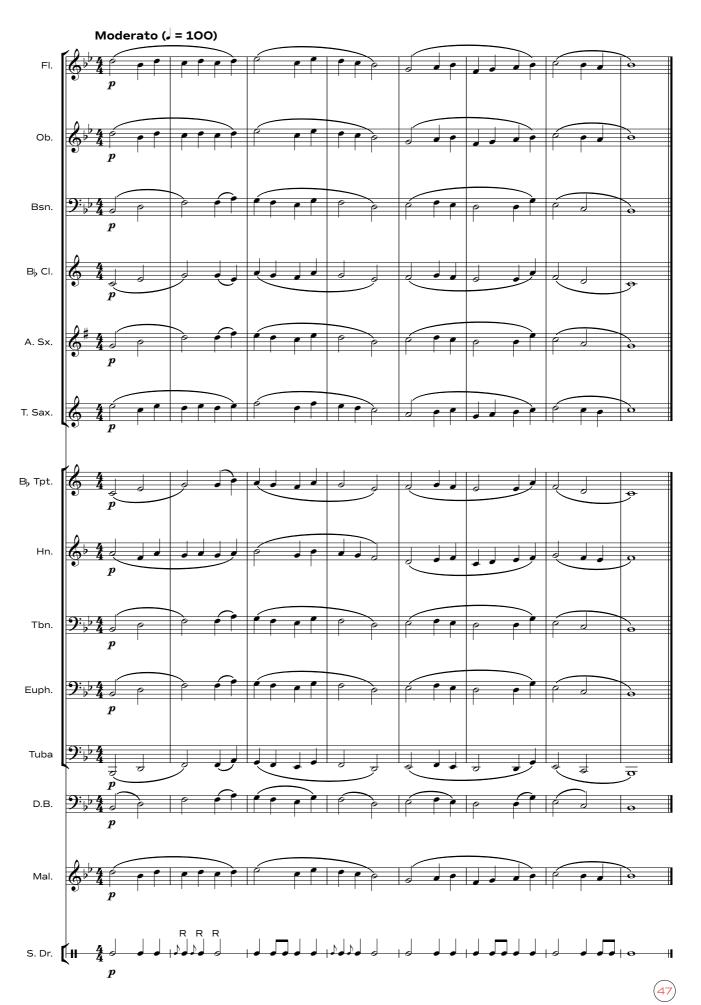


# 6. Cycling Uphill

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



# -Lesson 7-

#### 1. The Gate of the Istana

For most of this Lesson, Clarinets play a variation of the Group 2 melody.





# 2. Kite Flying

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)

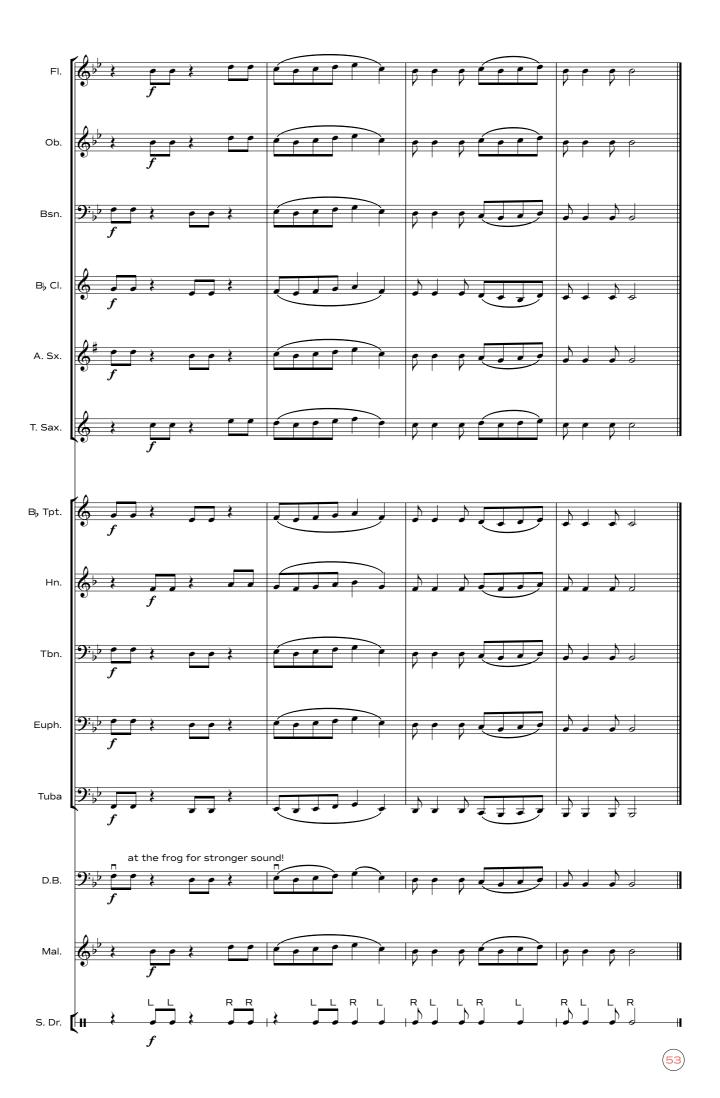




#### 3. Earthworms

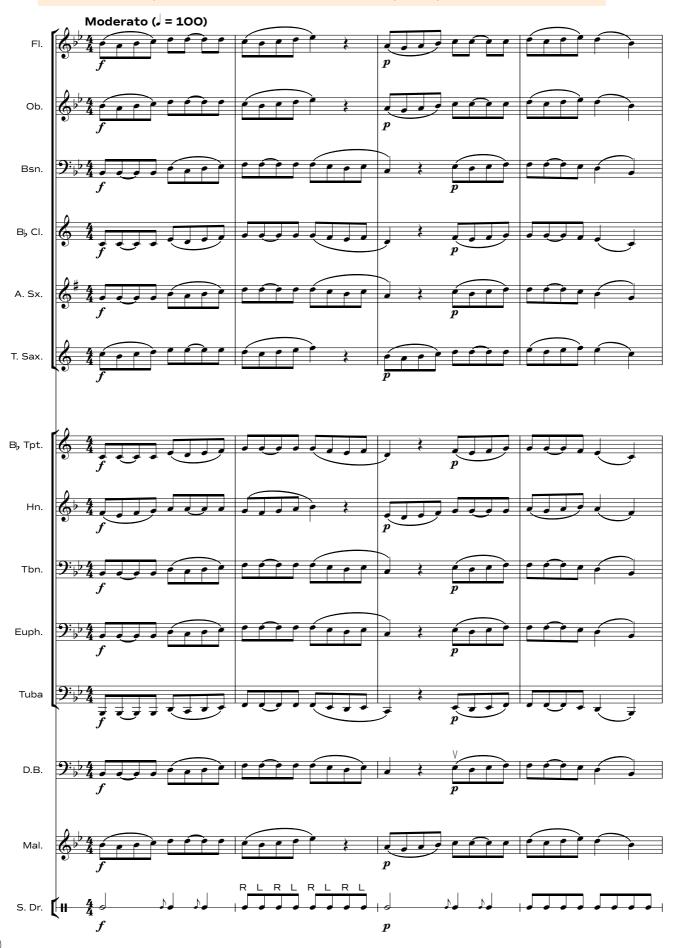
Syncopation in the form of  $\searrow$  is introduced for the first time here, in the final two bars of the exercise.

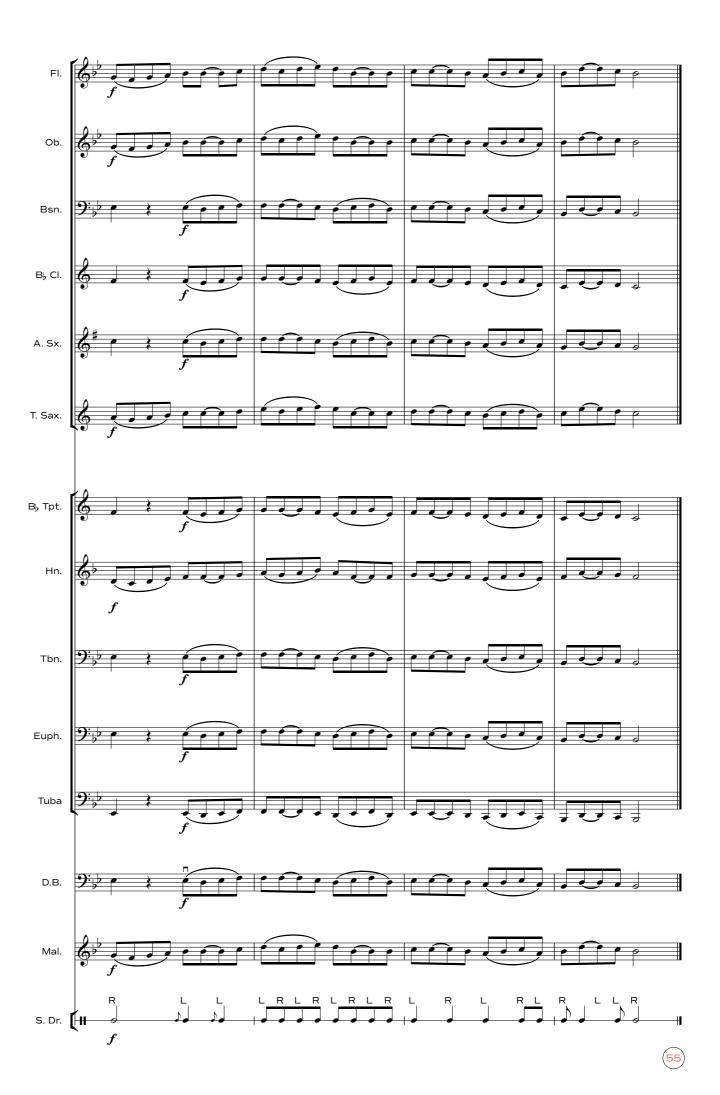




# 4. Dog Park

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.



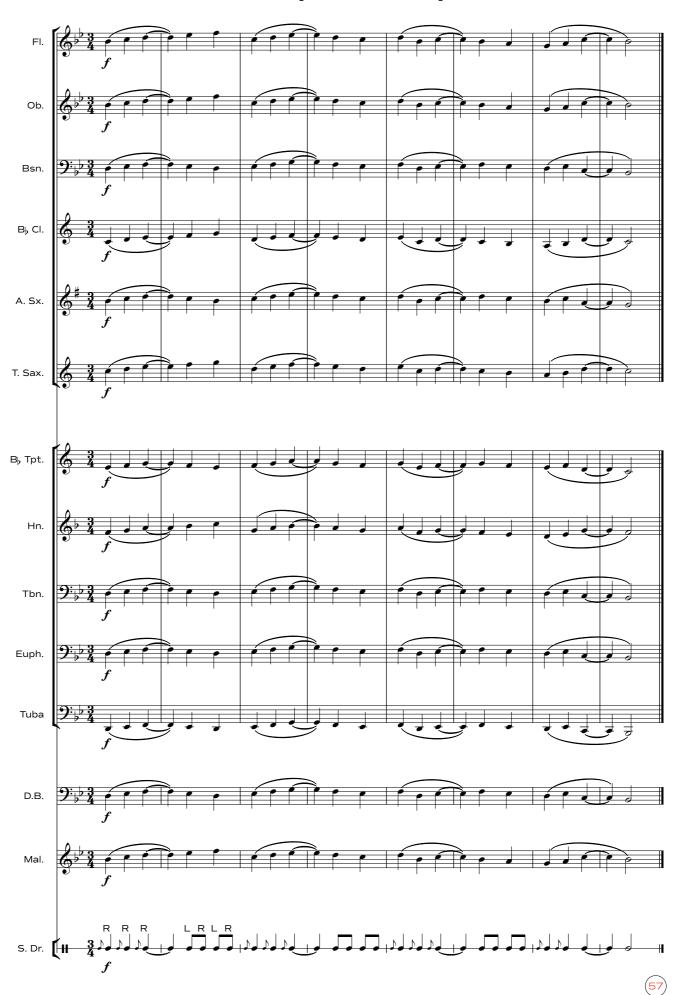


#### 5. Trick or Treat

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!'



## 7. Pop Music Concert

Clarinets play a variation of the Group 1 melody in the final exercise of this lesson.





# -Lesson 8-

# 1. Setting Sail

Clarinets join Group 1 for this lesson. The drum rudiment 'paraddidle' (RLRR LRLL) is introduced in this lesson.



### 2. Playing in the Rain





## 3. Playing in the Rain (reprise)

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



# 5. Ikan Kekek (the whole thing now)

Ask the percussionists to turn off the snare if they are using a snare drum for this exercise.





#### 6. After You

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



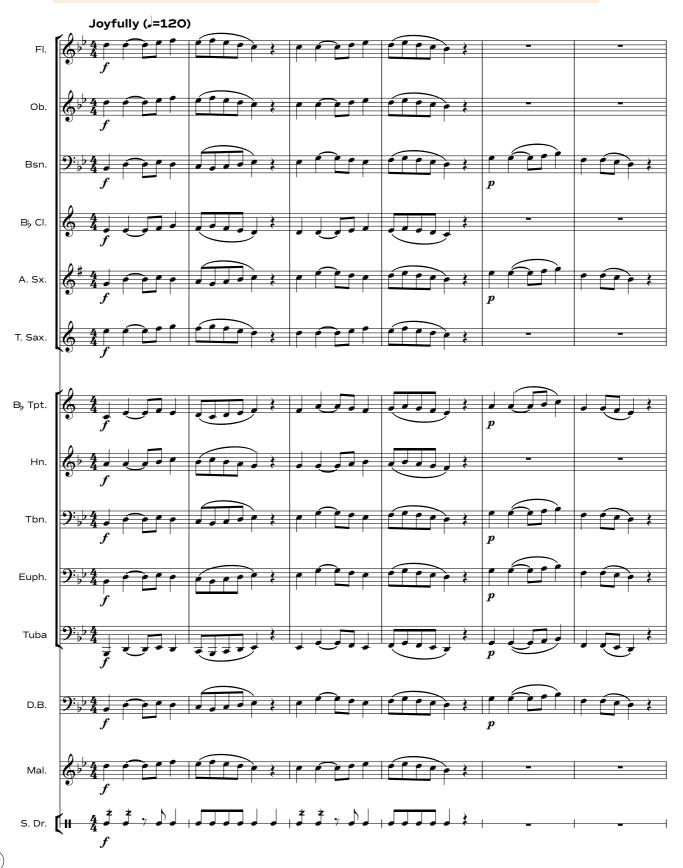


# Phase 2

# -Lesson 9-

## 1. Sunny Day

For this lesson, percussionists are encouraged to attempt the 'stick drop' technique on all crotchets – this will allow the student to begin working towards attempting a roll. These crotchets have been marked with a 'z' across the stem.





# 2. Busy, Crawling Ants



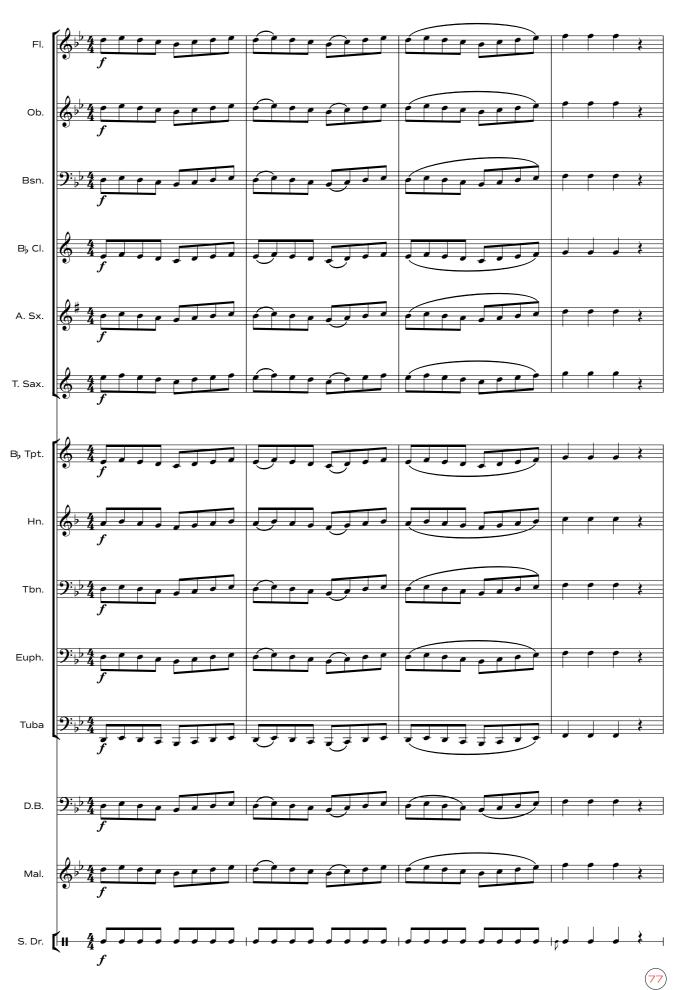


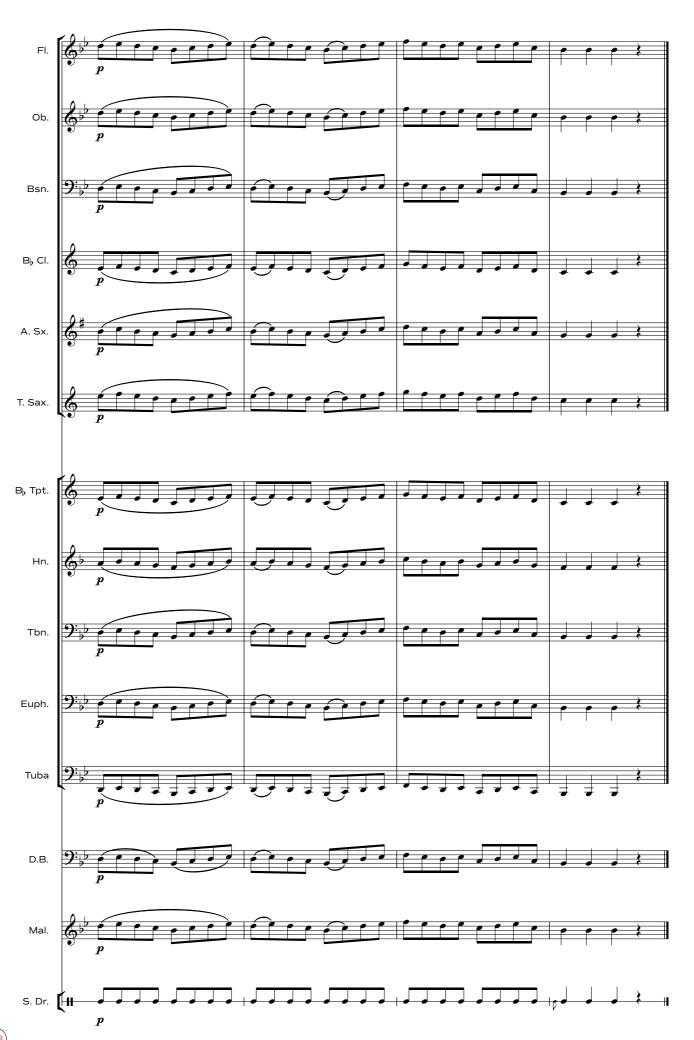
# 3. Slithering Snake

The tempo indication 'Andante' appears for the first time here.

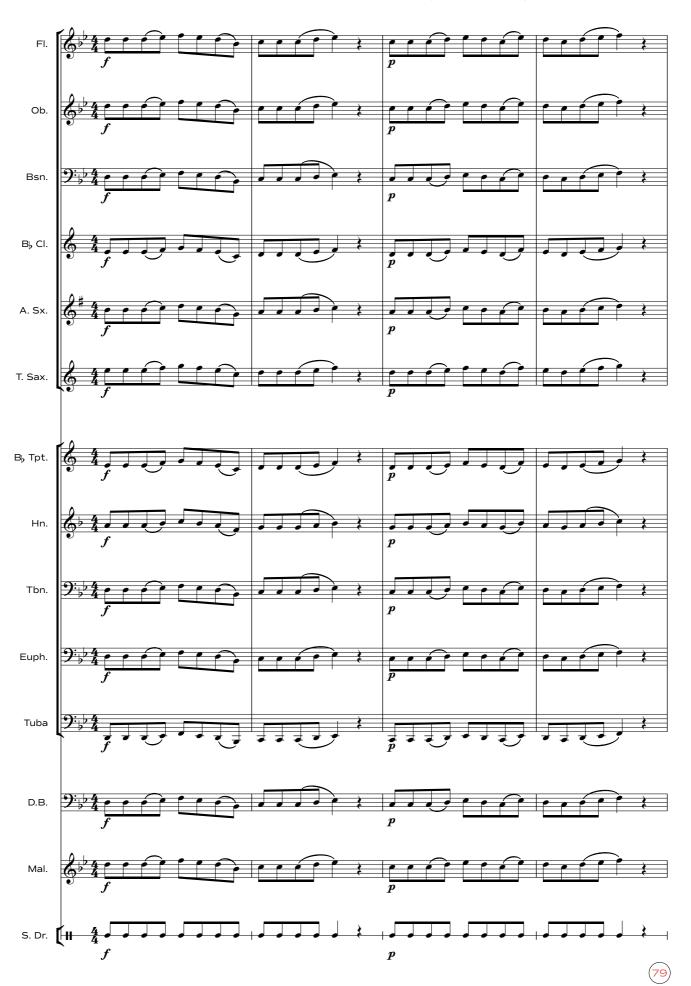


### 4. Tu-Du or not Tu-Du (Part 1)





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





### 6. On the See-Saw



# 7. Stargazing





# -Lesson 10-

# 1. Stay Sharp, Be Natural



# 2. Old Changi Hospital

The dynamics mf and mp appear for the first time here. Percussionists are also now encouraged to turn their 'drop stick' technique into a 'buzz roll' for all crotchets. This will no longer be indicated with a 'z' on the stem of the affected note.



# 3. Tiptoeing at Midnight

Ensure differences in dynamics between 'p', 'mp' and 'mf'.



# 4. Lalang Field





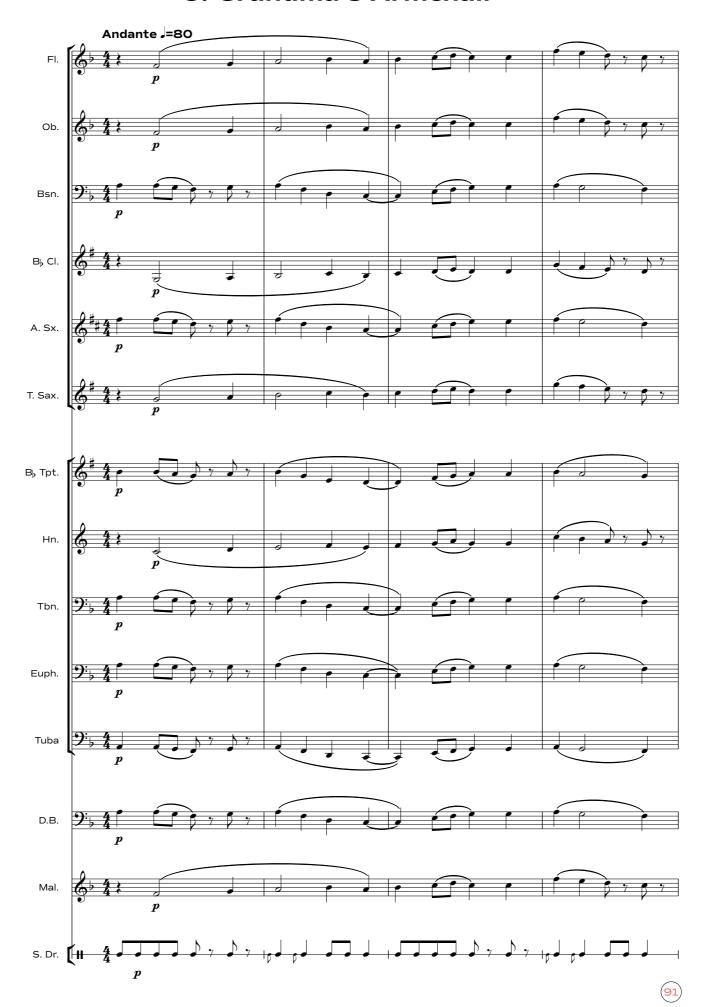
# 5. Hopping Around

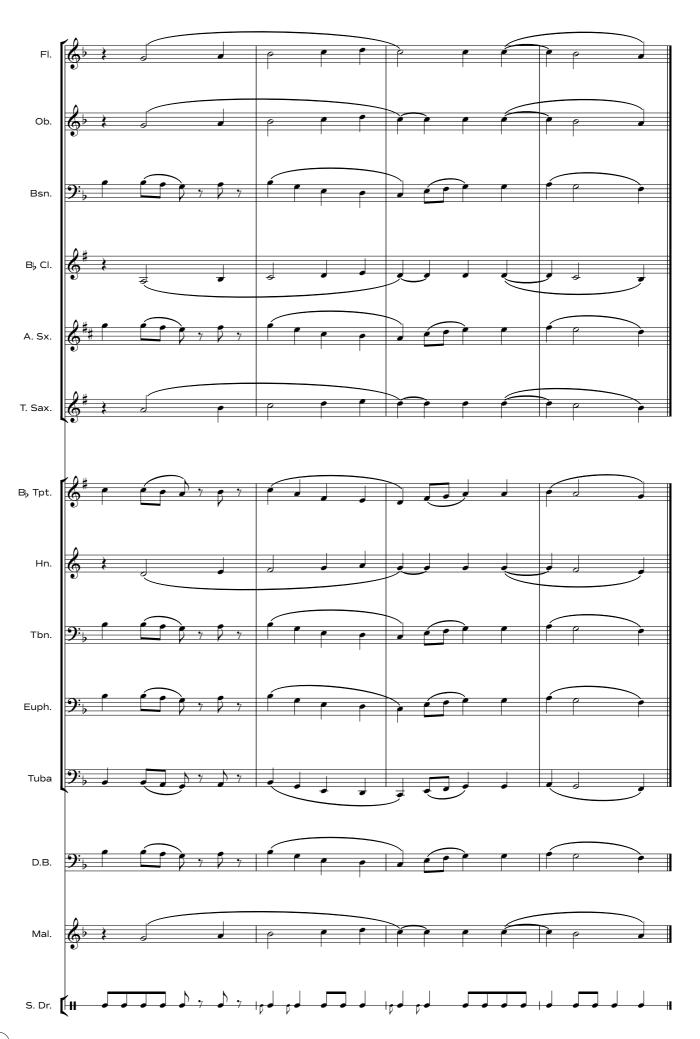
Ensure quavers are not held beyond their intended length.





### 6. Grandma's Armchair





# 7. Butterfly Garden





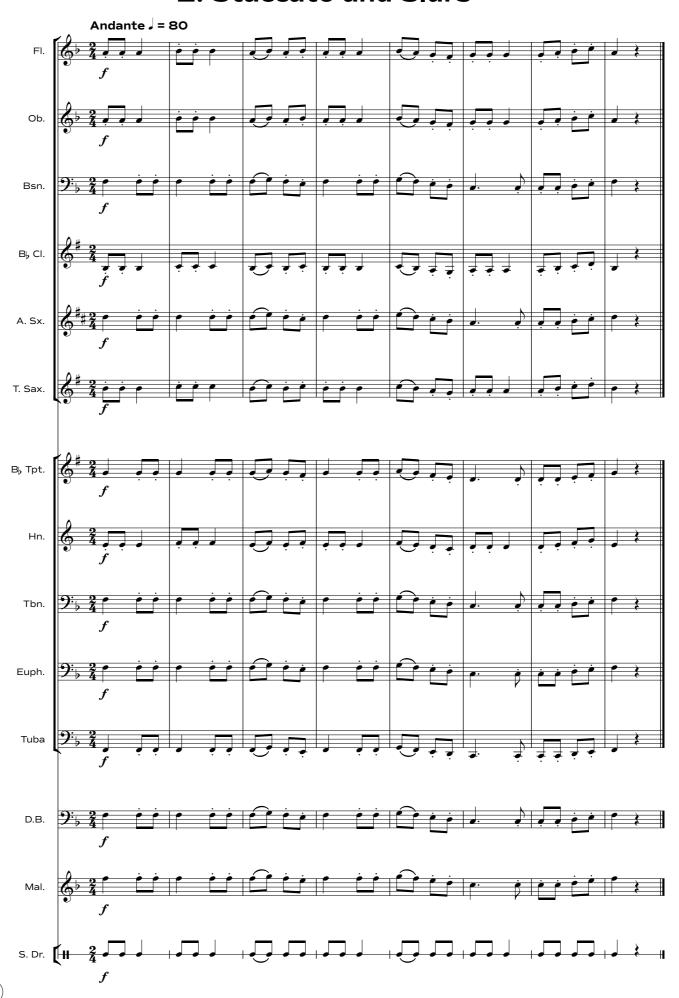
# -Lesson 11-

### 1. Staccato

The staccato articulation appears here for the first time.



### 2. Staccato and Slurs



# 3. Fifty Percent More

Dotted rhythms appear for the first time here. The first of these to be introduced is the dotted crotchet ( .)



### 4. Let's Add Notes



### 5. Same Same but Different



# 6. Taking Turns





### 7. A Toe is Stuck





# -Lesson 12-

### 1. New Note Time

The concept of enharmonics are introduced here.
Percussionists are also encouraged to attempt the 'stick drop technique' on quaver notes.

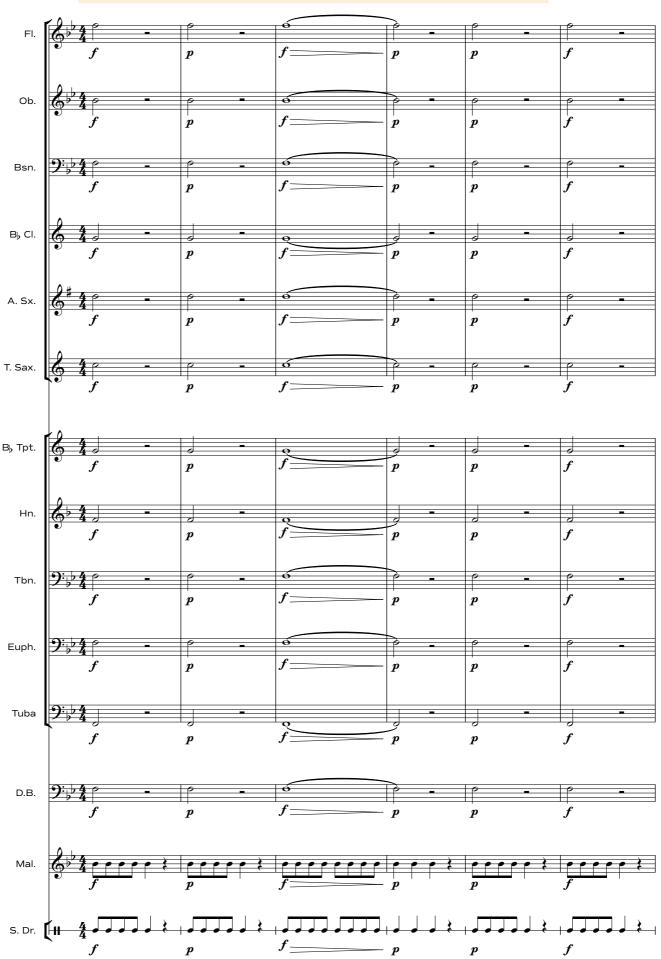


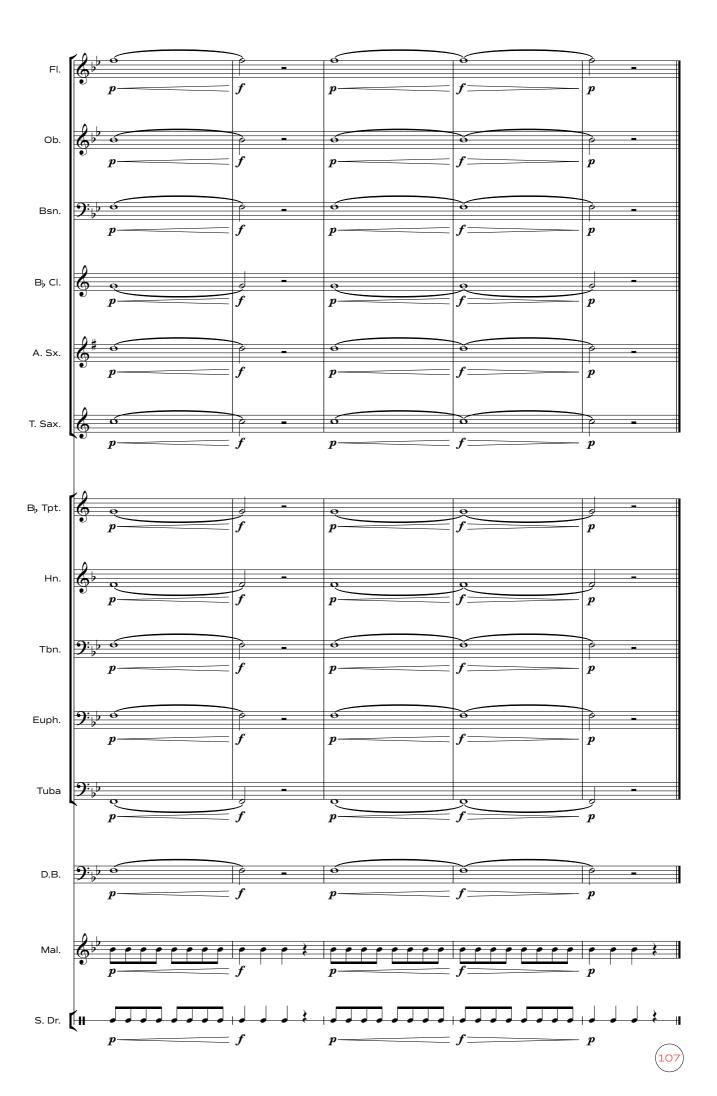
### 2. Flow 2



# 3. Turn The Volume Knob

The crescendo and decrescendo hairpins appear for the first time in this exercise.





### 4. Flow 4



# 5. Lonely Quavers

Ensure that students do not 'pant' or breathe excessively at every quaver rest they come across.



### 6. Let's Go Fast

The metronome marking of crotchet (print crotchet note) = 144 appears for the first time here. It is marked in English here but in Italian (Vivo) in the next exercise.



#### 7. Flow 6







# -Lesson 13-

#### 1. Some New Notes

Percussionists are now introduced to the bass drum (on top of the snare drum).

If it is not available, use a drum that is lower in pitch than the snare drum.

Try to have the students rotate amongst the instruments across different exercises.





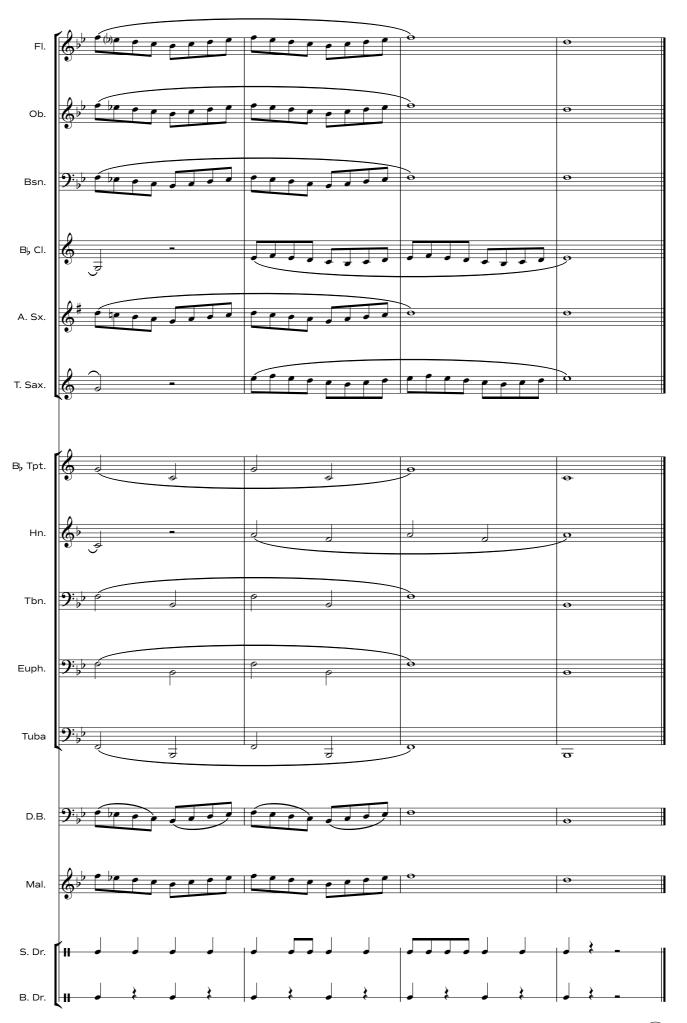
# 2. Tongue Positioning 1

Lip slurs are introduced for brasses for the first time.

Ensure that woodwinds and double basses play their lines smoothly.

Also ask percussionists on the snare drum to attempt 'buzz strokes' on their quavers for the remainder of this Lesson; as with the previous two lessons, there will be no special notation for this.





# 3. Tongue Positioning 2





# 4. Let's Eat Two Two Kueh

This exercise introduces the time signature 2/2 by means of having to play every set of two bars twice in a row (for non-percussionists).

Conduct in a manner that reflects the change in 'feel' while insisting on the same underlying pulse.





## 5. A New Flavour of Two Two Kueh







# 6. Scales and Leaps





#### 7. Procession of the Two Two Kuehs



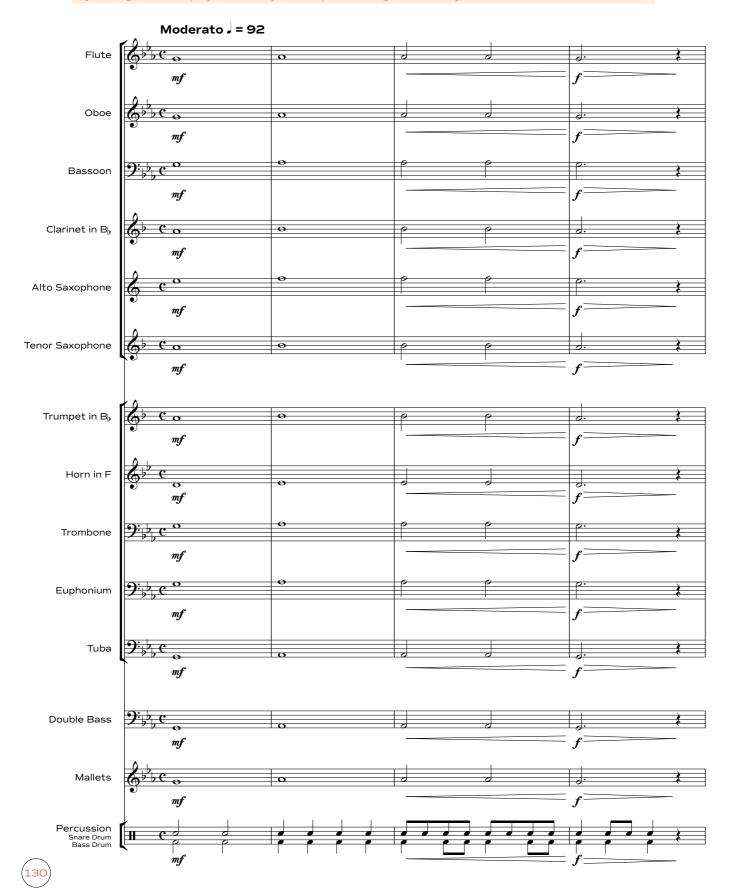




# -Lesson 14-

# 1. A-Flat Away

Try having the band play without dynamics first, adding them in only when tone and notes are secure.





## 2. So Near Yet So Far

Semiquavers appear for the first time in the snare drum part; the rest of the band will only encounter semiquavers in Lesson 18.





#### 3. A-Flat But Not So Far Away





# 4. Chaaan Mali Chaaan

Tenuto articulation appears here for the first time. Students will need to understand that tenuto goes beyond just playing the full value of the note. The focus will have to be on the stressed nature of the tenuto-note, relative to the notes before and after. The repeat sign also appears here for the first time.









# 5. Slurring on a Cradle



# 6. Cutting the Time



## 7. Two Be Or Not Two Bb?

This is the first exercise that is 32 bars long. Encourage students to pace themselves through the exercise.





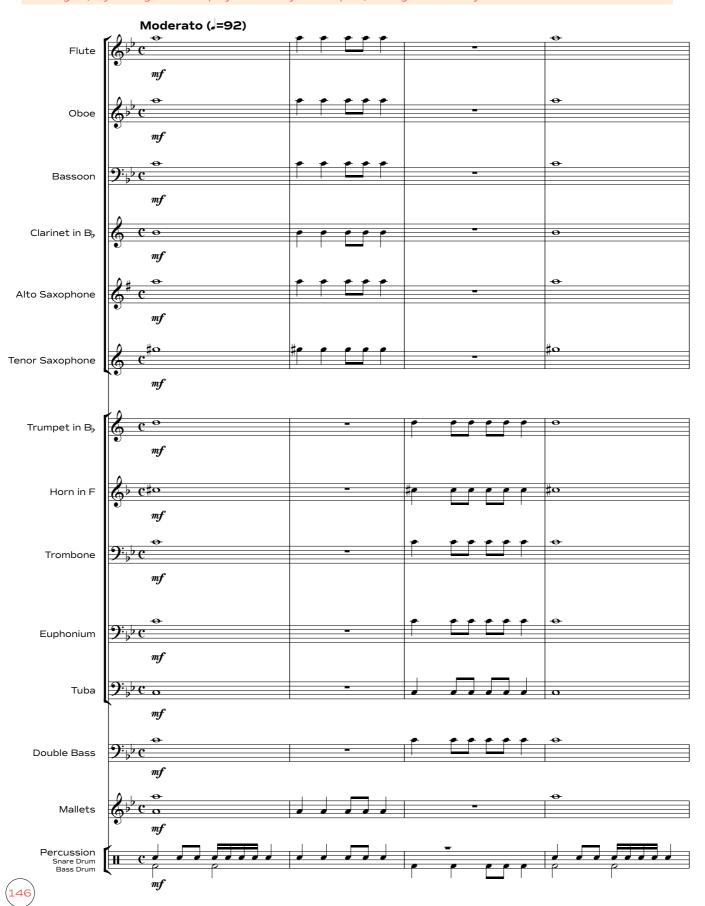




# -Lesson 15-

### 1. Hello-wind!

Once again, try having the band play without dynamics first, adding them in only when tone and notes are secure.





### 2. A New Resolution

Clarinets cross upwards past the 'break' for the first time here.

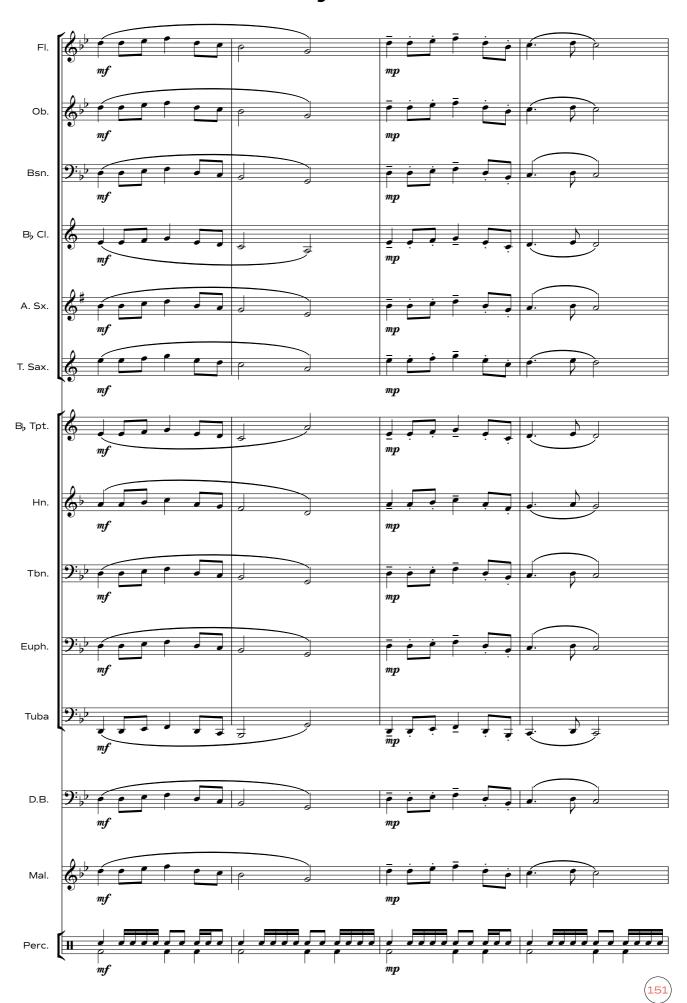




# 3. Keeping Warm



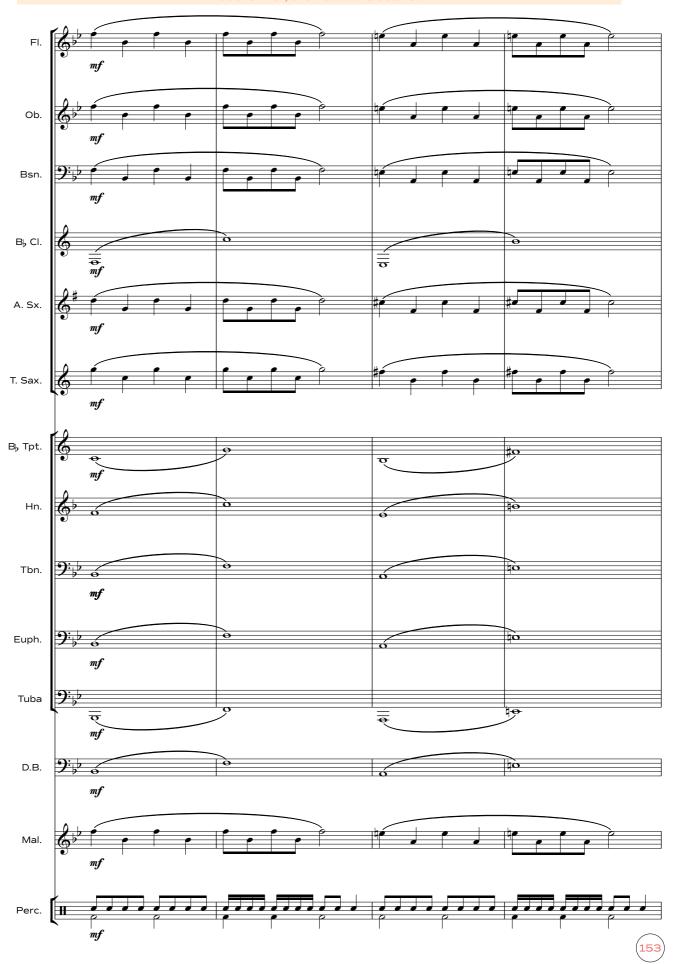
### 4. Melody in B-flat

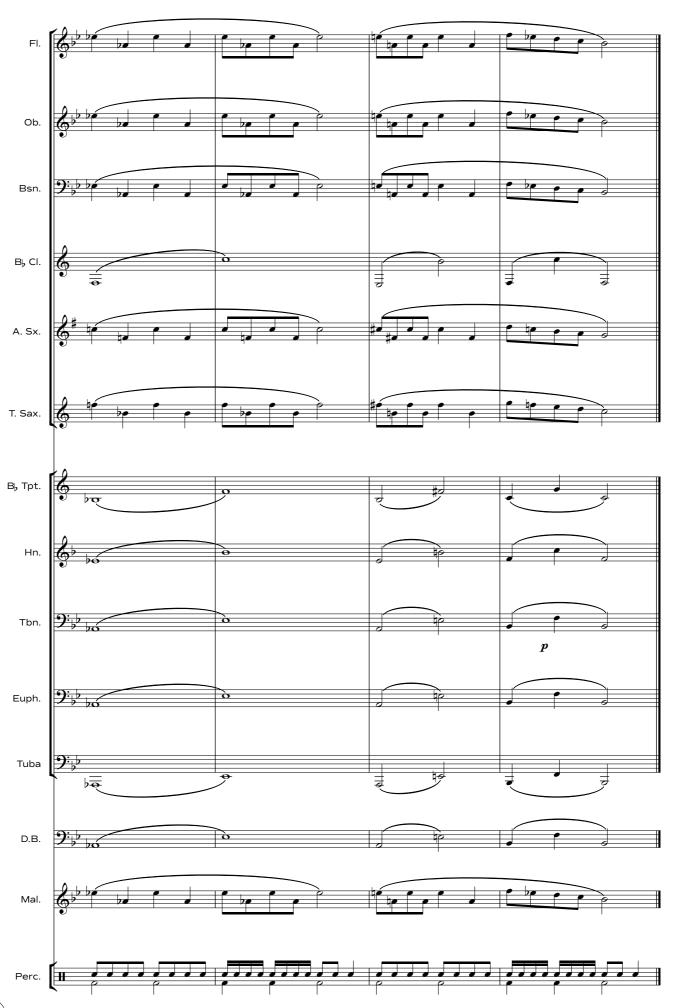




### 5. Don't 'Break' Your Lips

The main focus on this exercise should be to get the clarinets to cross the break as smoothly as possible, and explain to the band that clarinets are the only wind instruments in the band that overblow at the 12th, and not at the octave.





### 6. Jasmine Tea Leaves





### 7. Jazzmine Flow-er

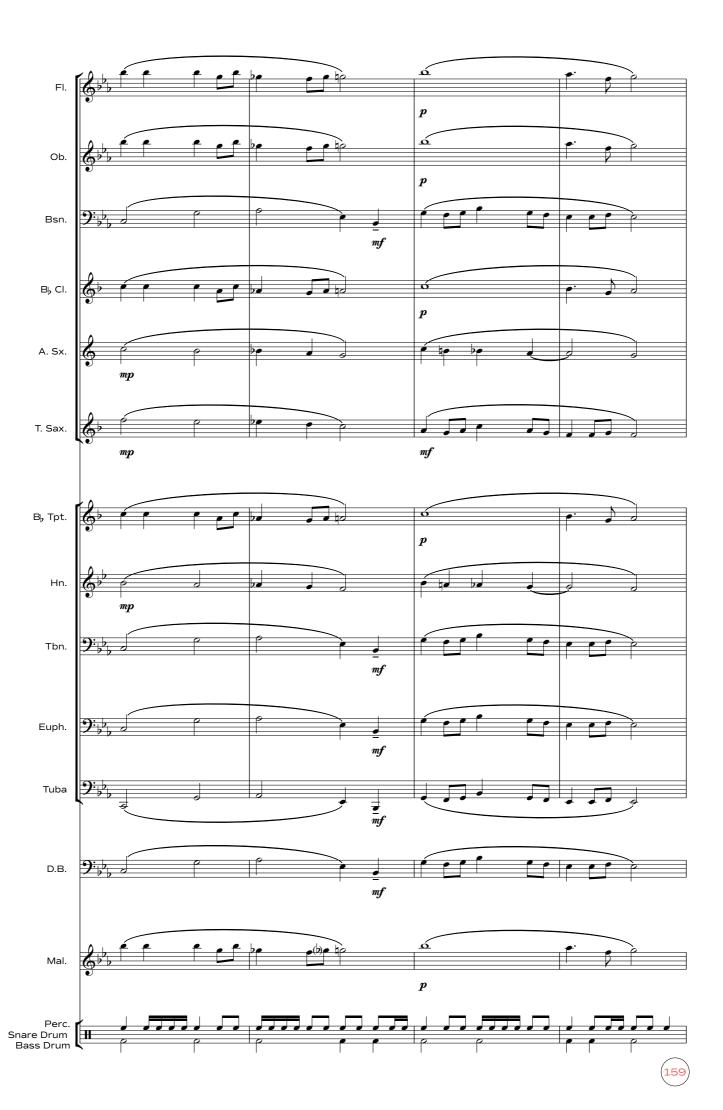
#### based on the Chinese Folk Song, Mo Li Hua

Auxiliary percussion appears intermittently from this exercise onwards.

They remain optional but highly encouraged.











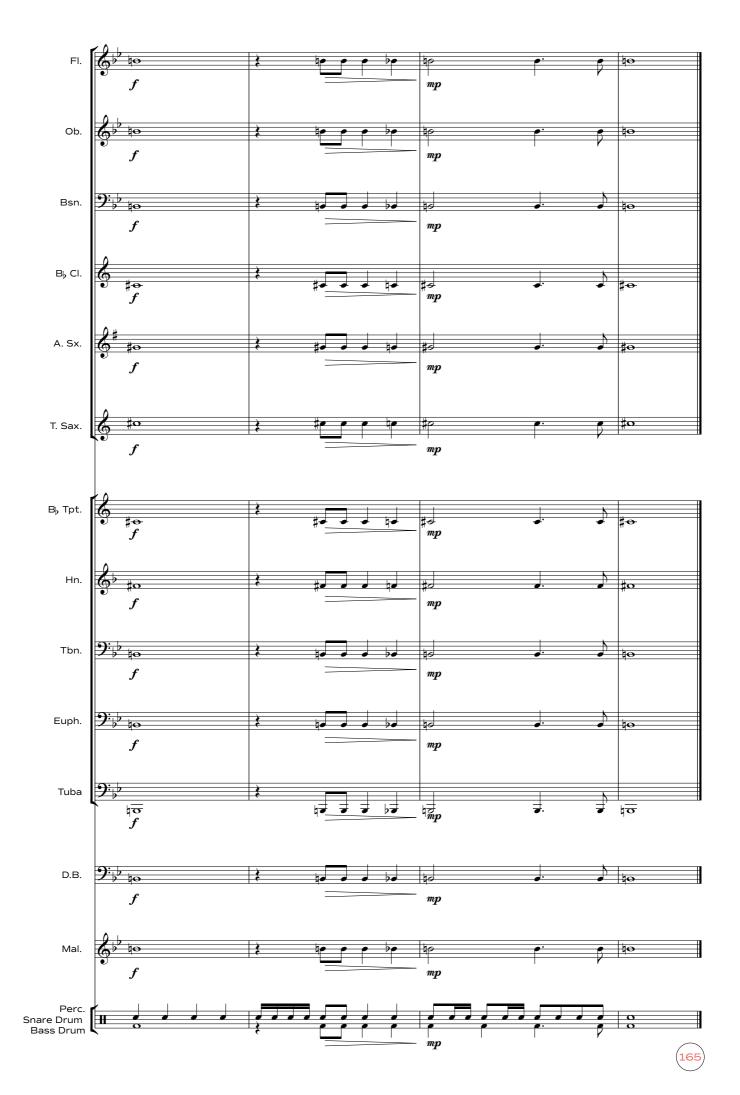




# -Lesson 16-

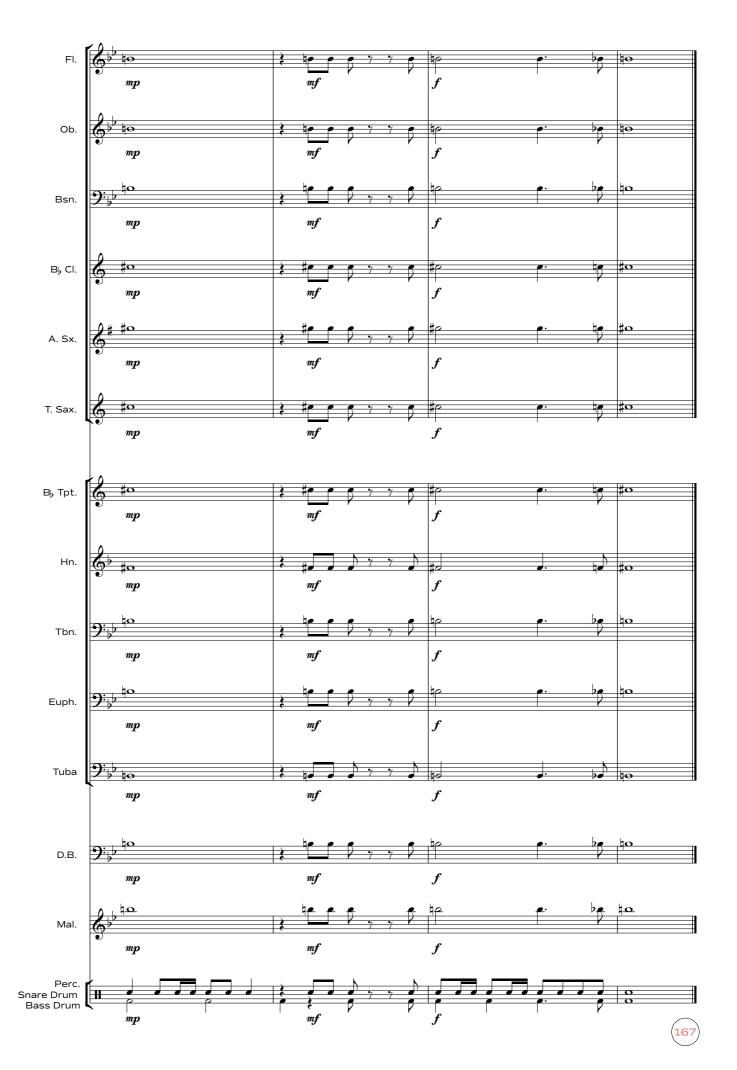
### 1. B Flat To Natural



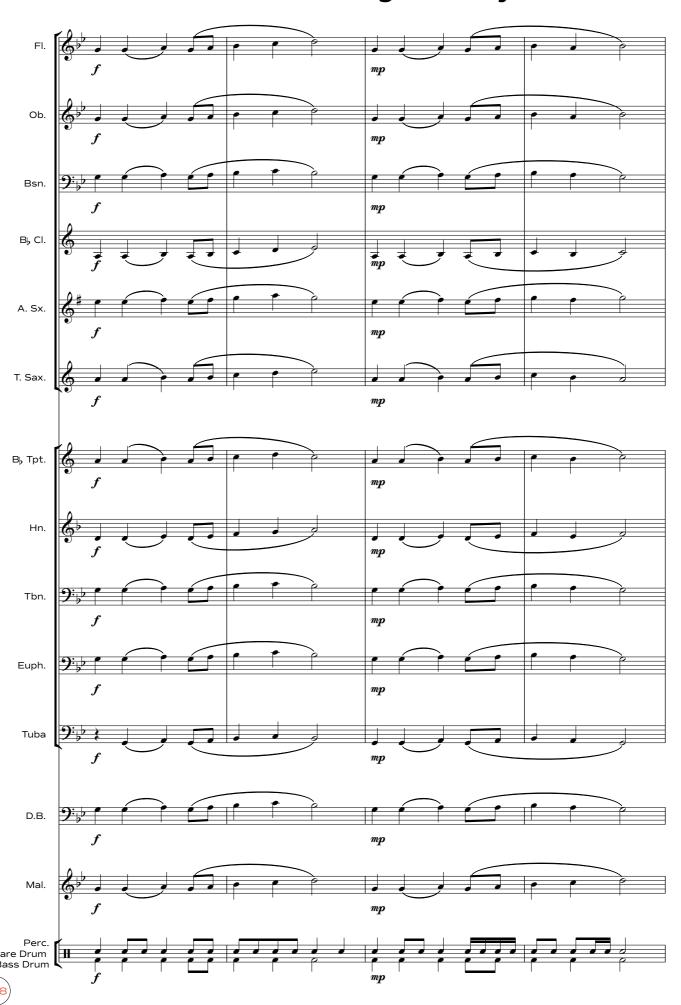


## 2. B Flat To Natural Again





### 3. A Note To A Brighter Day

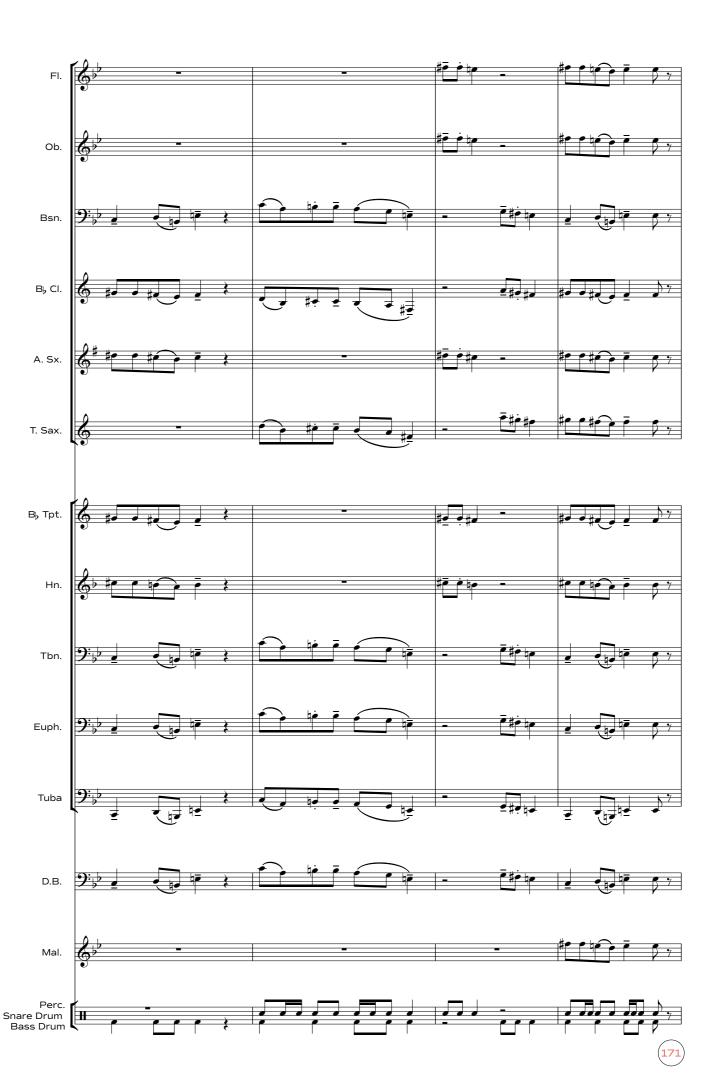




### 4. CABBAGE Is For Me

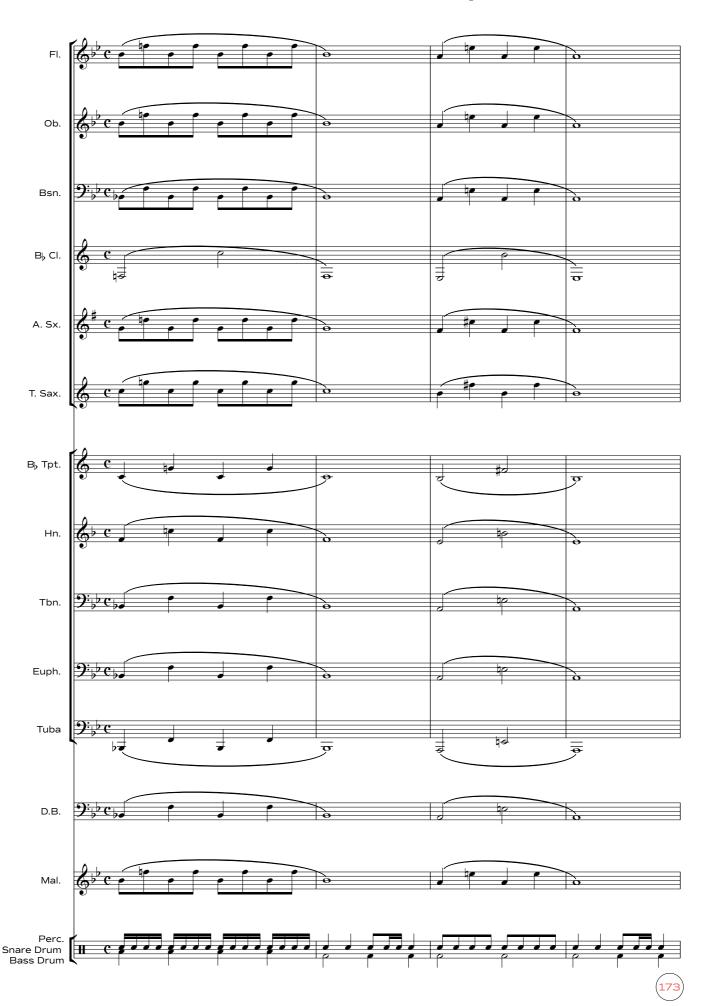
Have a discussion with students on the difference between the length and feel of a crotchet with a staccato indication as compared to a quaver.

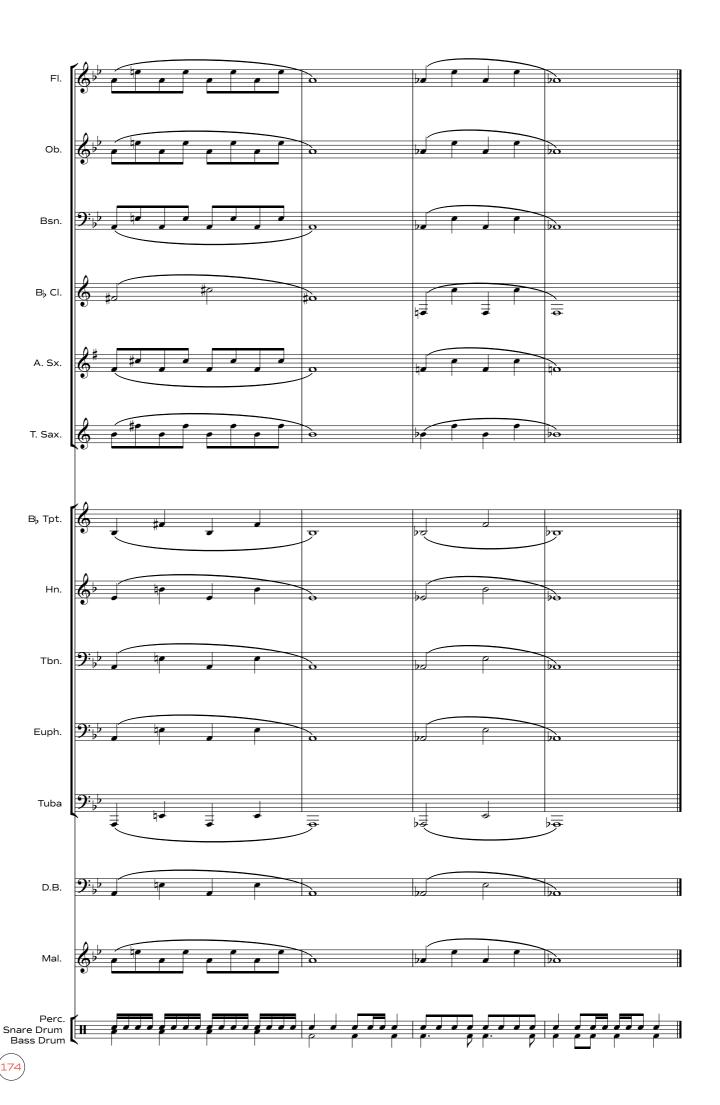






# 5. Don't 'Break' Your Lips II





### 6. Syncopation Fun!



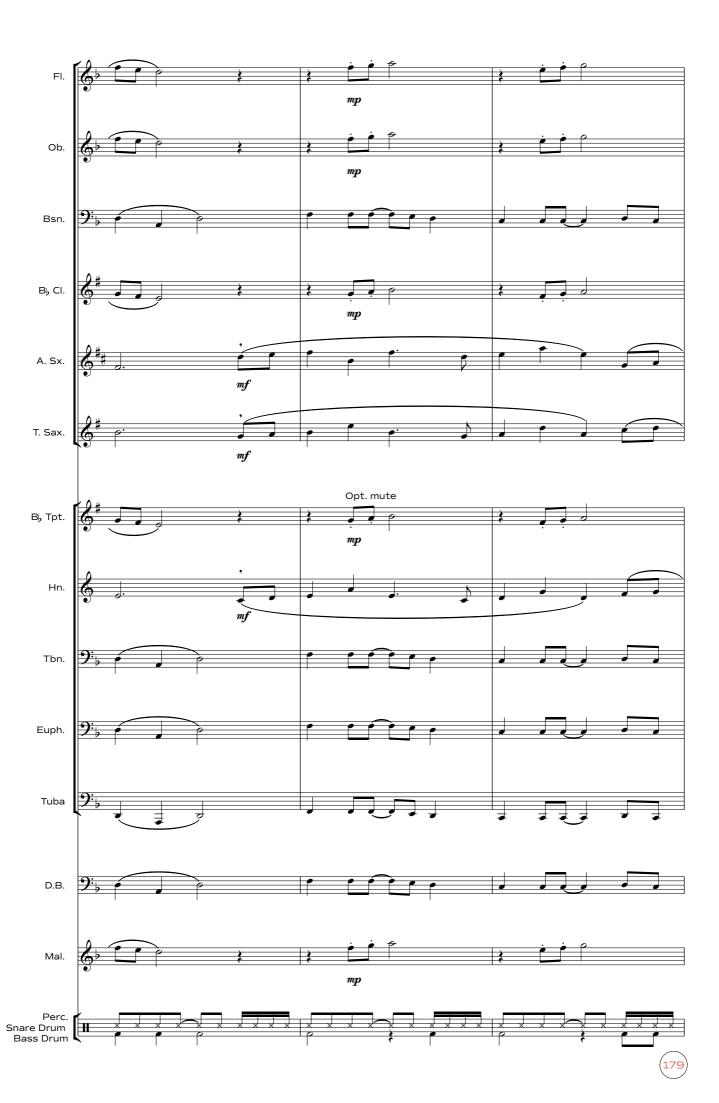


### 7. My Minor Adventure

Try to get students to feel the difference in mood in this minor-key exercise.



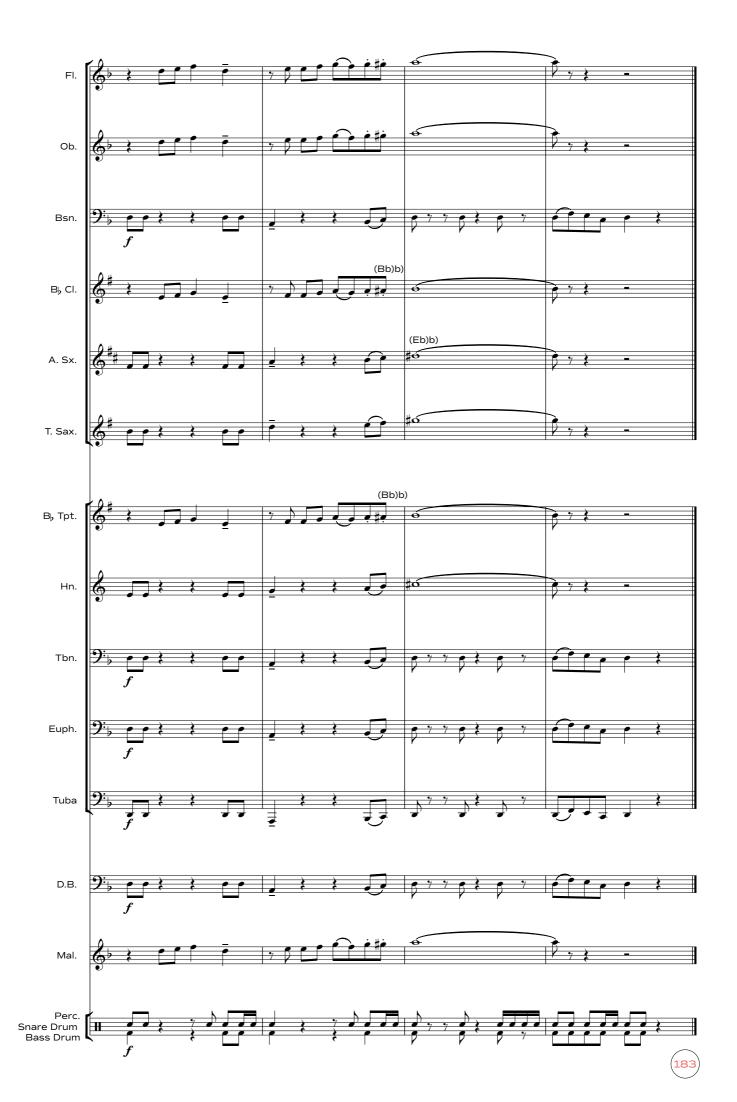












# Phase 3

# -Lesson 17-

## 1. Simple Soya Bean (White)



# 2. Compound Grass Jelly (Black)

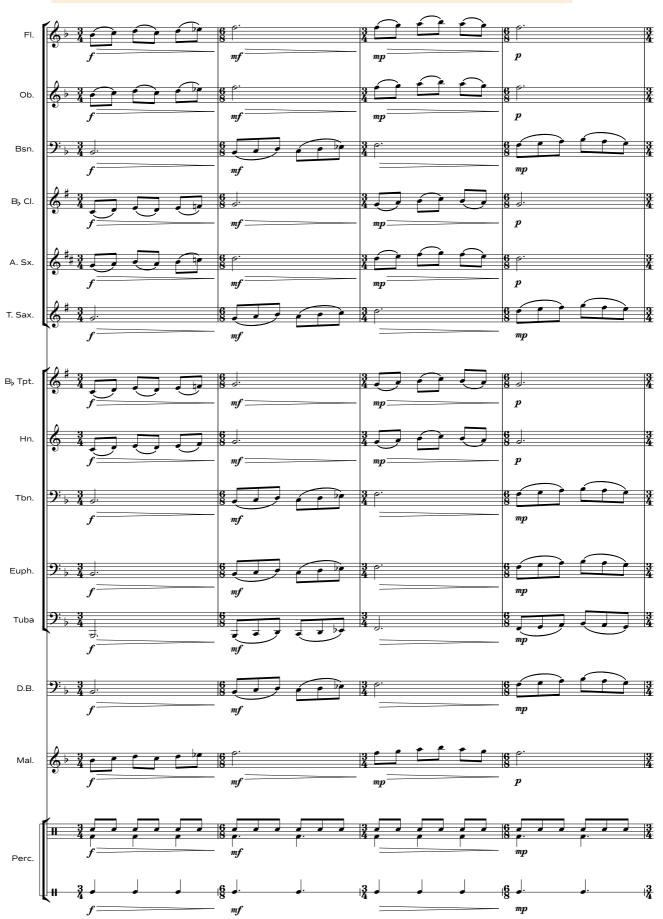
As you would have realised, exercises 1 and 2 are the same, but grouped differently due to the time signature. Teach the concept of 6/8 here and how it is similar to 3/4, but that they are grouped and felt differently.

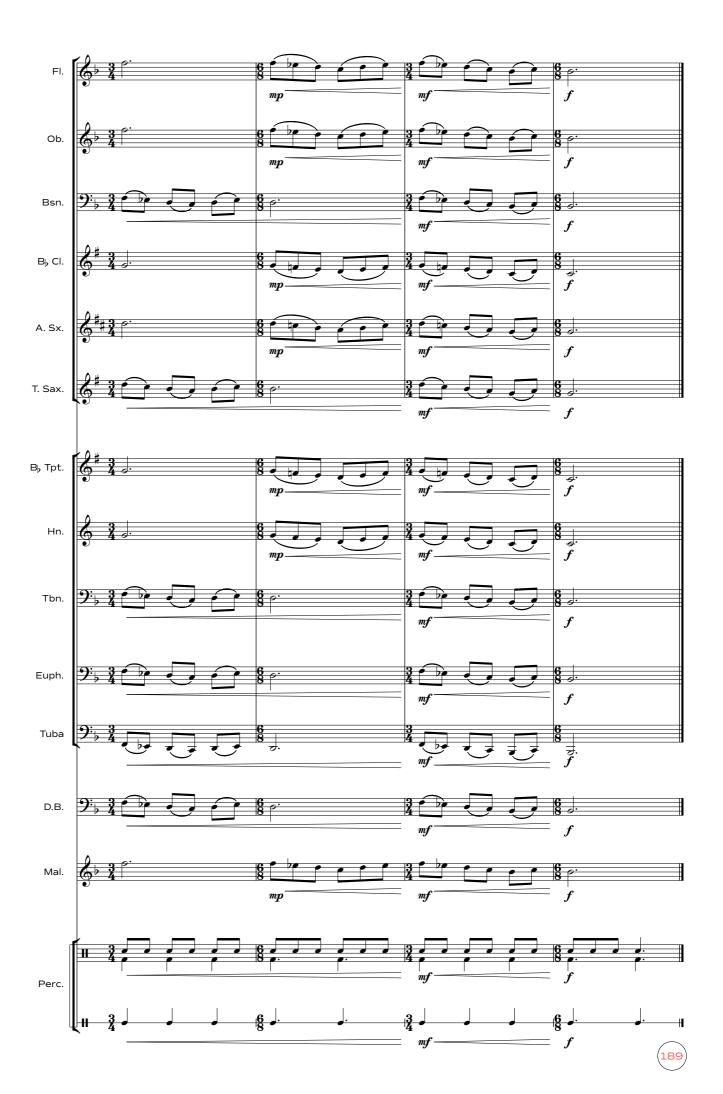


### 3. "Michael Jackson" (Black or White)

Try subdividing each bar into six distinct beats to help the students on their first few tries, then revert to usual 3/4 and 6/8 beating patterns when they are able to play confidently.

Ensure that they notice the difference in your conducting!





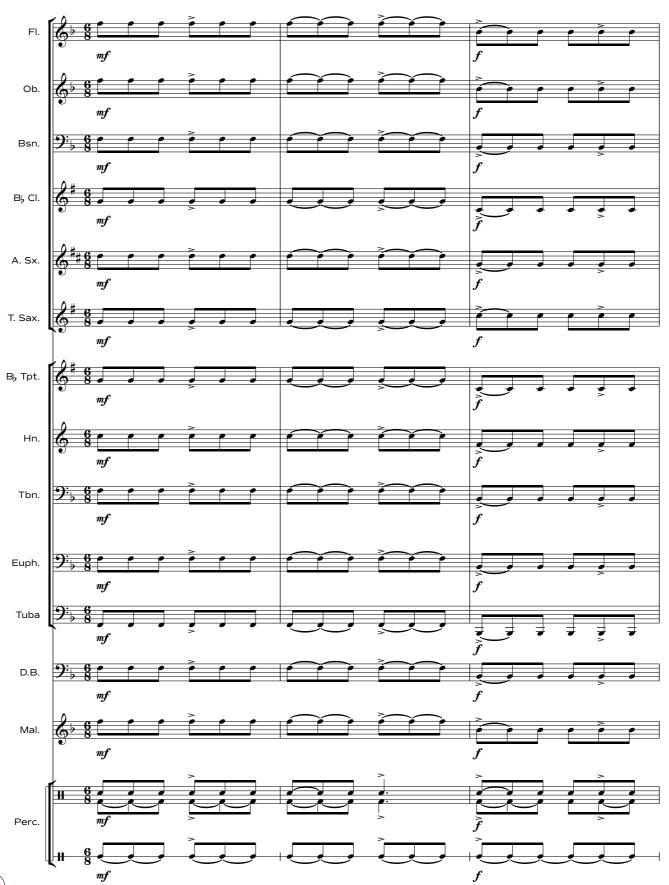
### 4. Accent-minded

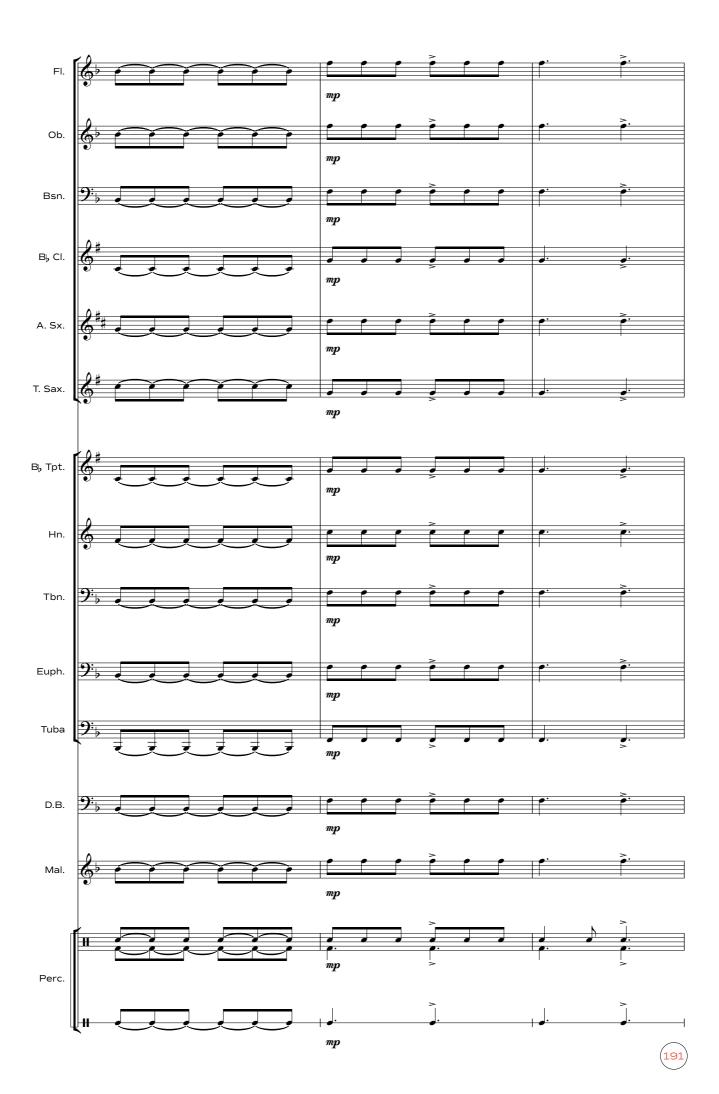
This is the first time the 'accent' articulation is introduced.

Effective articulation depends very much on how the notes before and after the targeted note are played.

For example, accents do not always mean that the student has to play with force or emphasis,
but that this can be achieved through playing the notes before and after lighter.

Also take note that bars 1 to 4 sound the same as bars 5 to 8, and bars 9 to 12 sound the same as bars 13 to 16.









#### 5. Three Is To Two

Have the students play this slowly first, speeding up the tempo only when they manage to get all the details correct.



# 6. Is Your Sixth Sense Right?



## 7. Fun-sized March







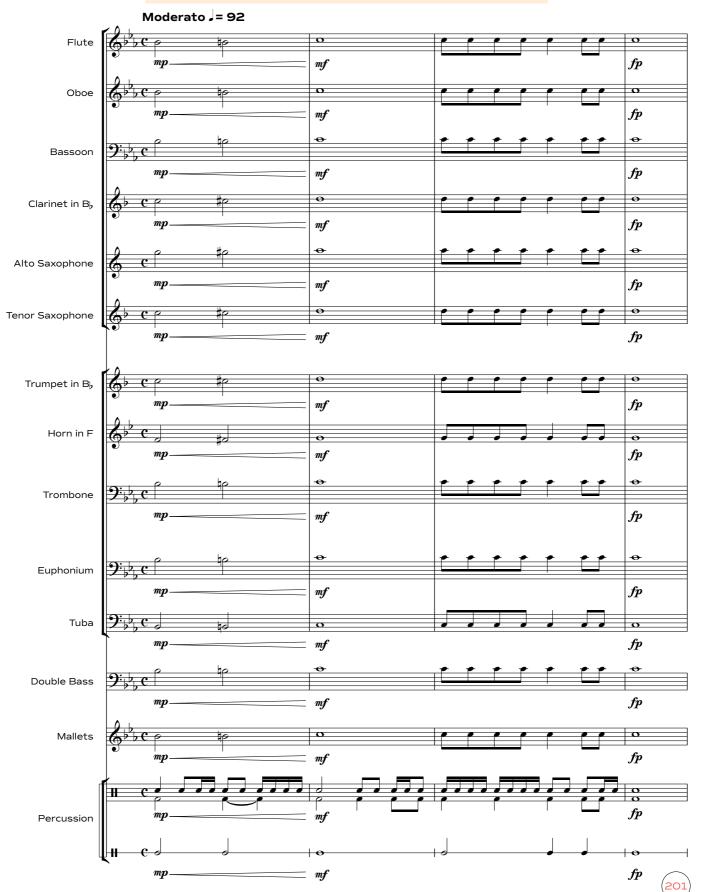


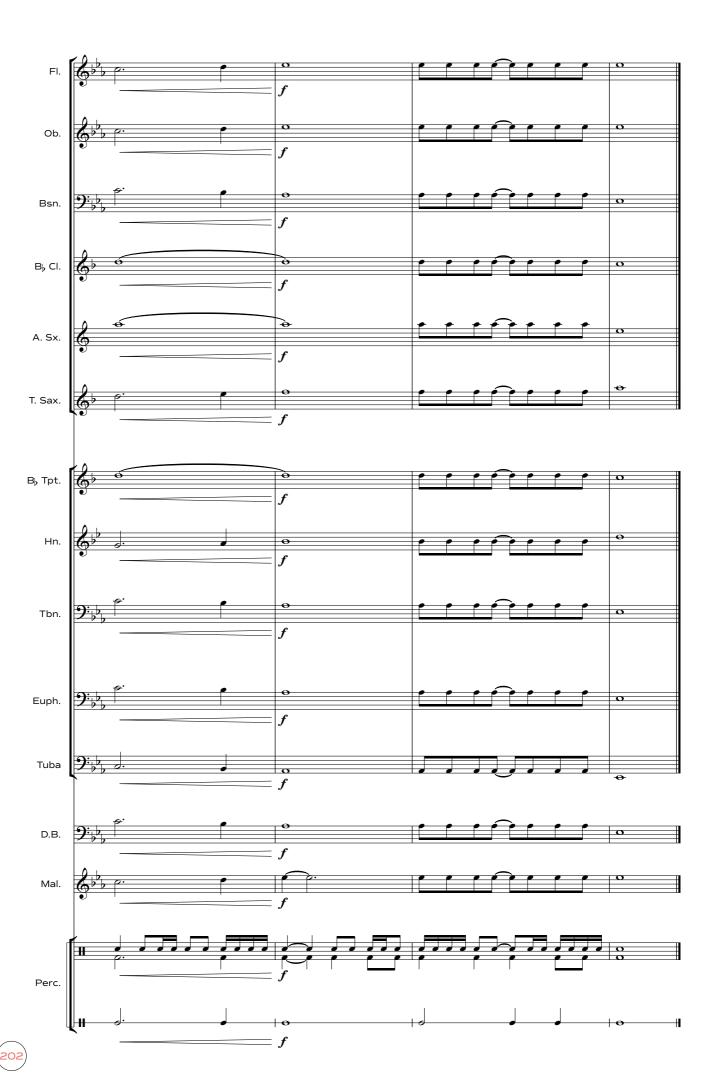


# -Lesson 18-

### 1. Concert C-for-Clarinet

 $\it fp$  dynamic appears for the first time here. Ensure students do not attempt a crescendo right after toning down.





### 2. Darkstep





### 3. D-lusion



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

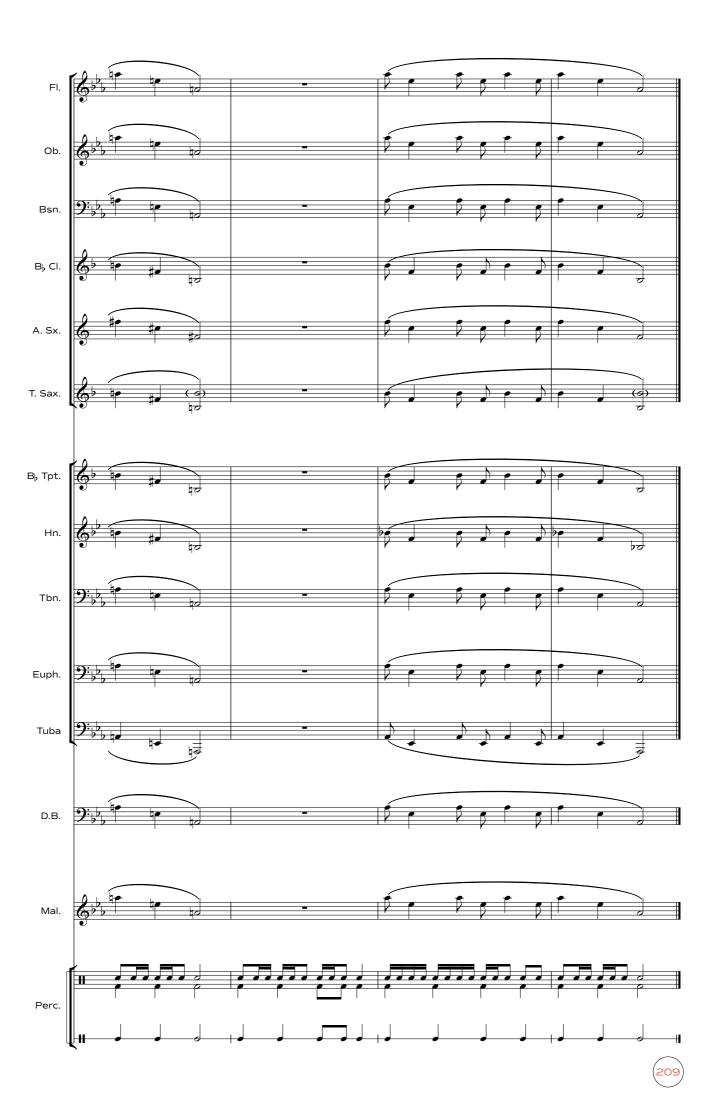
This exercise features all four main types of articulation- marcato, accent, staccato and tenuto. Ensure that students know the difference between these articulations and execute them correctly.





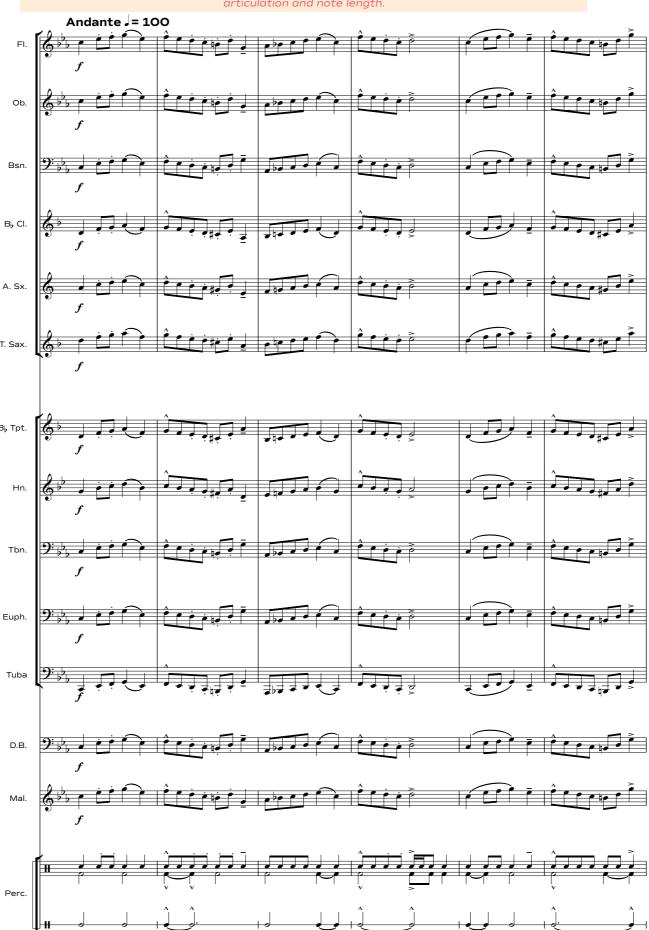
## 5. Don't 'Break' Your Lips III





## 6. Unision: Melody In c minor

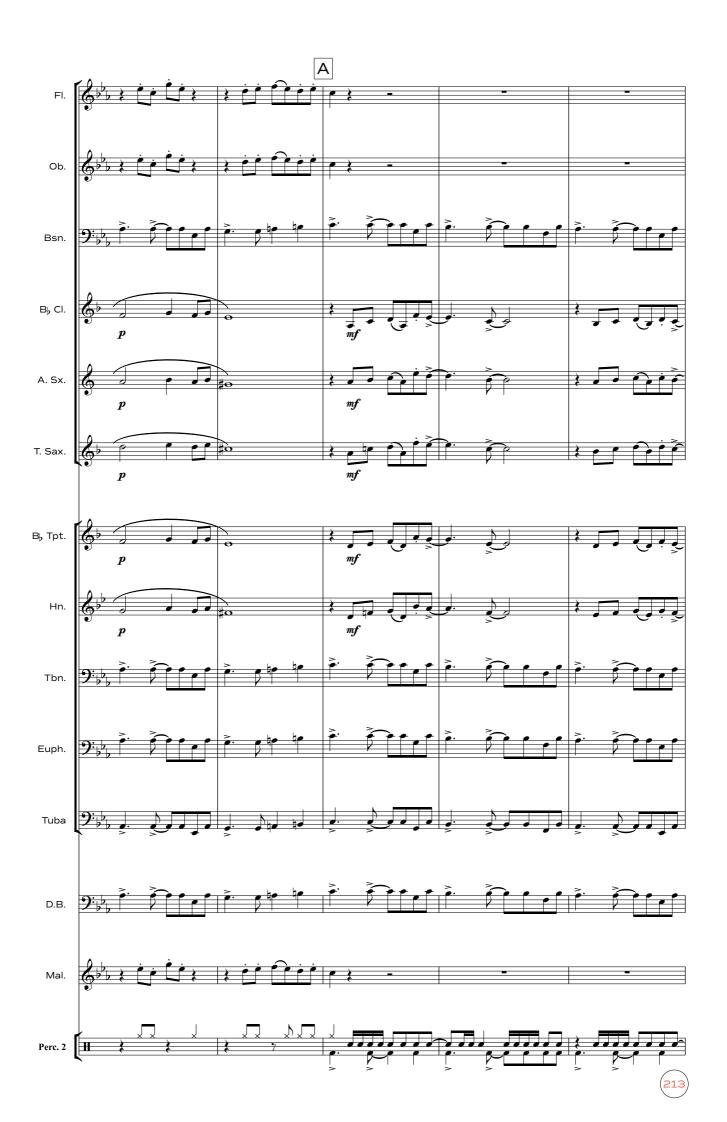
As everyone plays the melody in unision here, ensure that students listen to each other's phrasing, articulation and note length.





# 7. Dancing By The c-side













# -Lesson 19-

### 1. Some New Notes



## 2. Old Friend, New Notes



#### 3. More Slurs

Ensure that brasses do not 'cheat' on their lip slurs.



## 4. Slow Ride, Take It Easy

The tempo indication 'Largo' appears here for the first time. Ensure that students do not slur notes just because the music is slow.



#### 5. Potholes on the Road





#### 6. Canon

Try splitting the band into two halves, with the second half starting to play two beats later (on the 3rd beat of bar 1), creating a canon effect. Also try getting one half to play p while getting the other to play f- and then swap roles!





#### 7. The Guard of Honour











# -Lesson 20-

## 1. Gee, Clarinets!





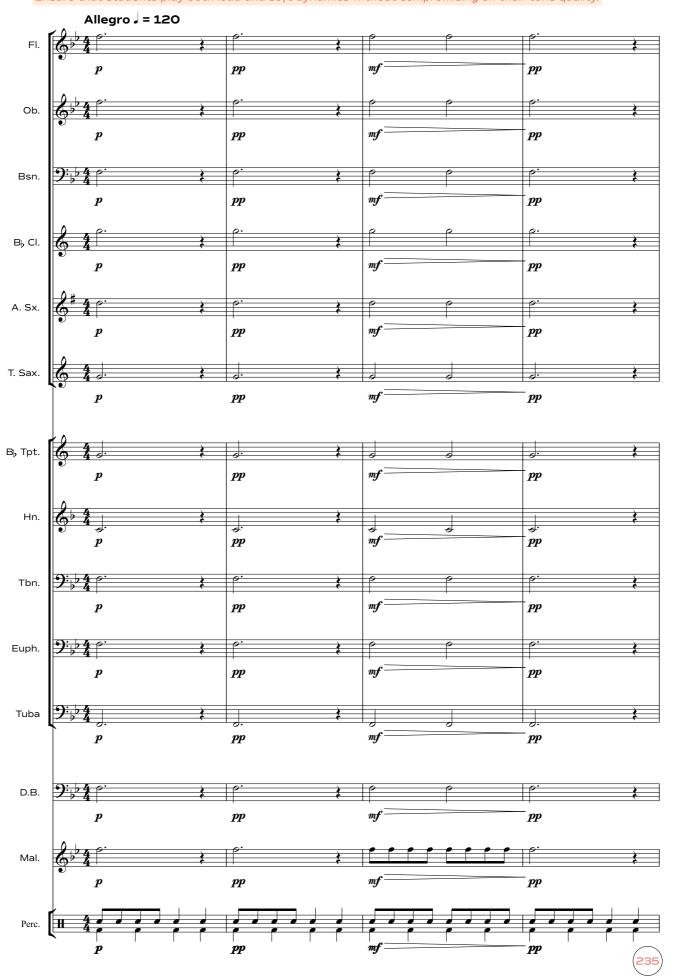
#### 2. What Do You C?

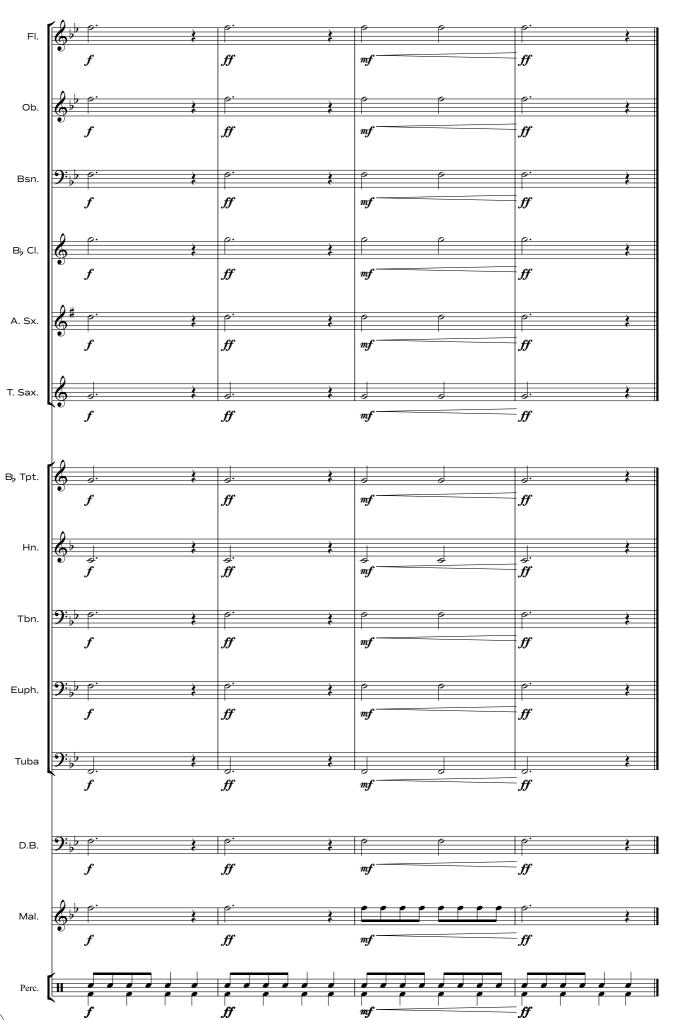




# 3. Very Soft, Very Loud

This marks the first time the dynamics 'pp' and 'ff' appear.
Ensure that students play both loud and soft dynamics without compromising on their tone quality.





## 4. Ships on the C



## 5. In Sync(opation)

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



# 6. In Sync(opation) Too

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









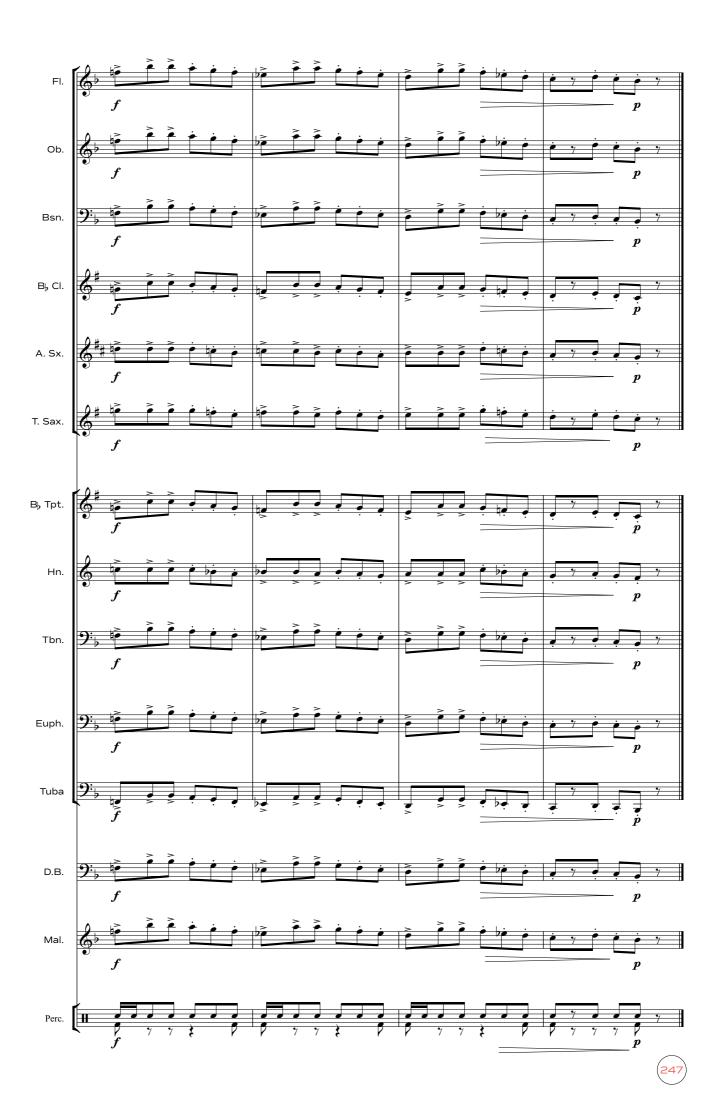


# -Lesson 21-

# 1. Bouncy Castle

Ensure staccatos are not played too short.





## 2. Long and Short

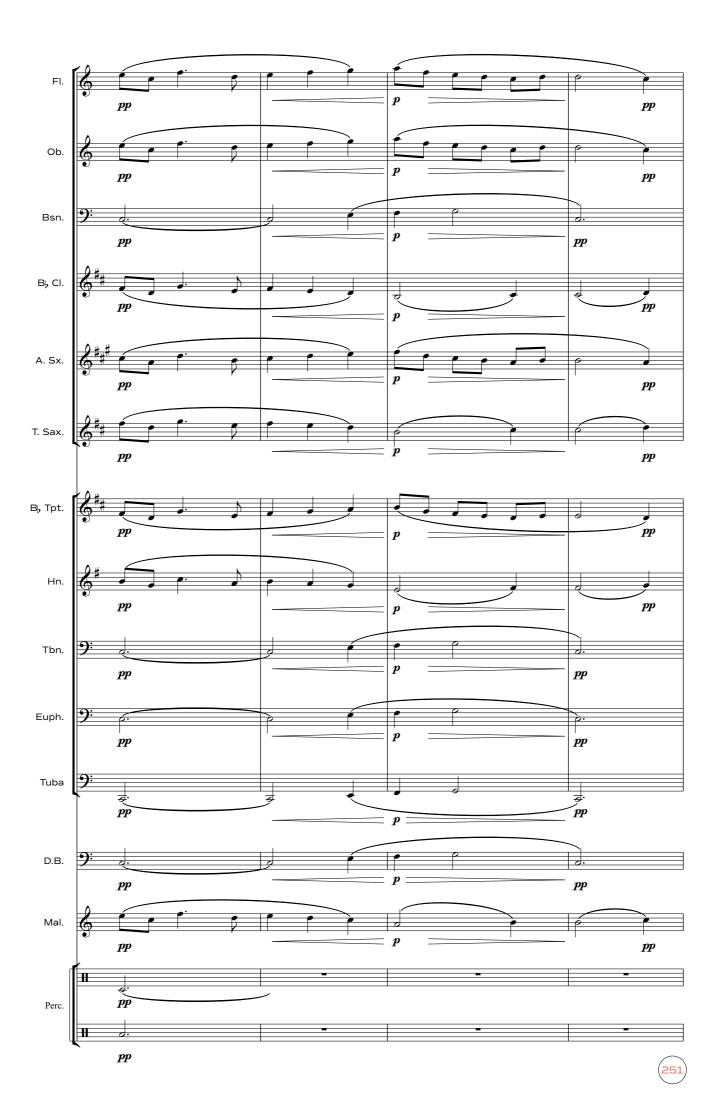
Ask students to listen across the band and feel how both staccato and slurred lines are moving at the same time.



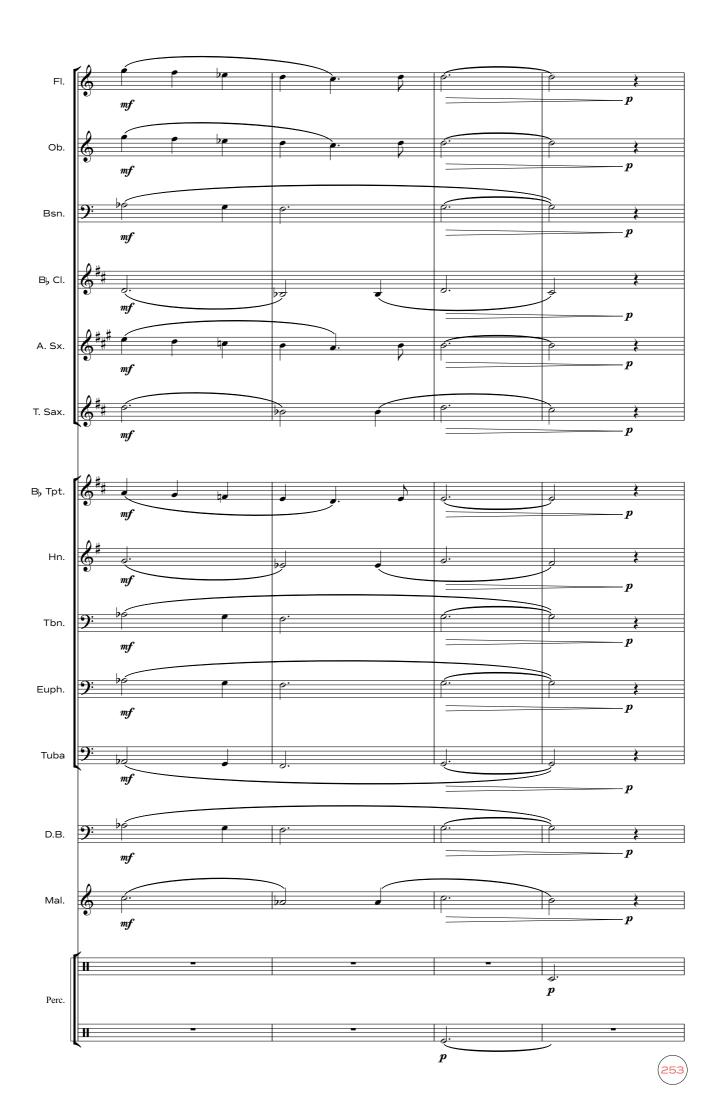
## 3. Sunset over MacRitchie Reservoir

Instill confidence in students through your assurance even when their parts are 'exposed', like in bars 9 to 12 and 17 to 20.













#### 4. Bouncy Castle 2





#### 5. Two Nice Mice





## 6. The President Arrives









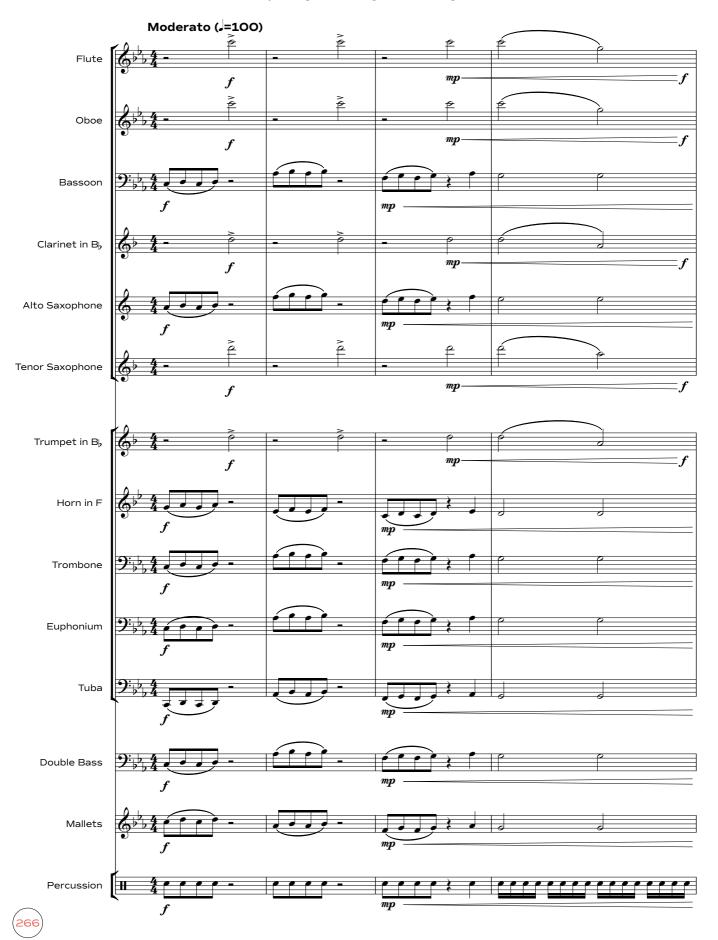


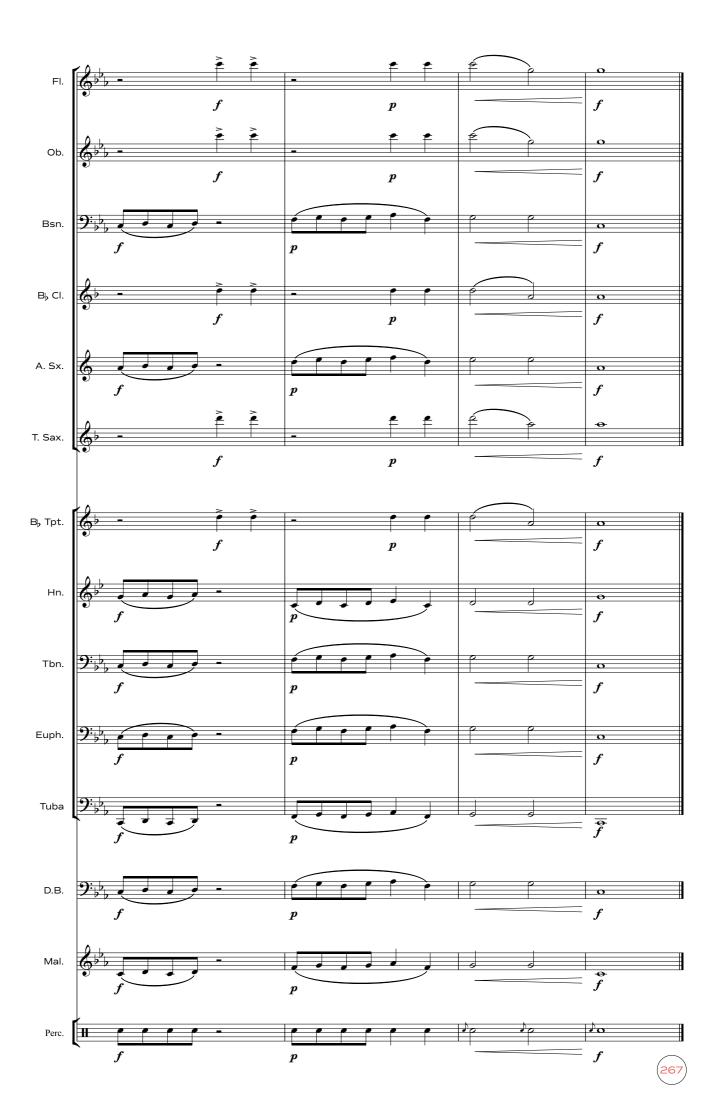




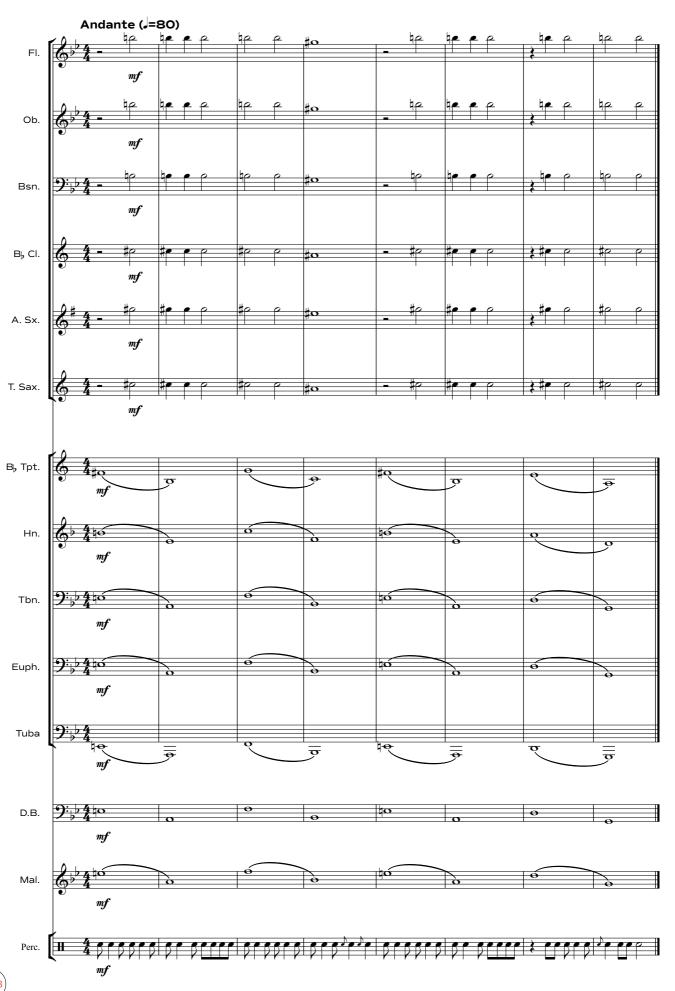
# -Lesson 22-

#### 1. Haw Par Villa





#### 2. Modern Art Exhibition



## 3. Military Salute





## 4. A Flat Tyre

The key signature of A-flat major is being introduced here for the first time.

Ensure students are aware of the additional flat on concert D (which does not appear in all parts in this exercise, but will appear in subsequent ones).





## 5. Stroll Through Jurong Lake Gardens (Part 1)



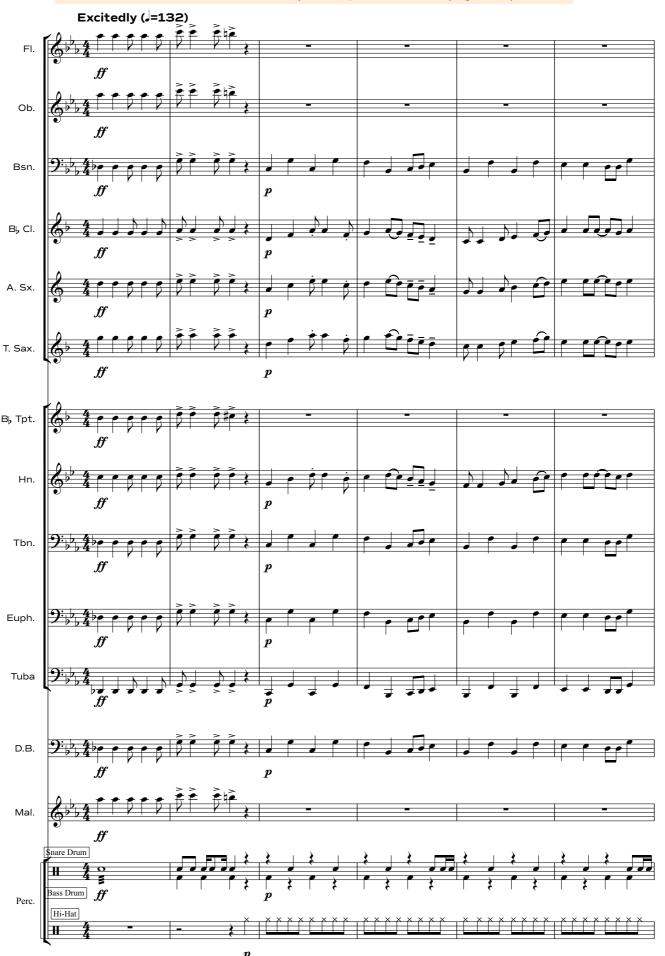


## 6. Stroll Through Jurong Lake Gardens (Part 2)



## 7. Space Battle

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













## -Lesson 23-

## 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?

All percussionists should play on mallet instruments for this exercise and the next. Bsn. Tbn. Euph. Tuba

## 5. Can you tie more ties?





#### 6. Cable Car Ride









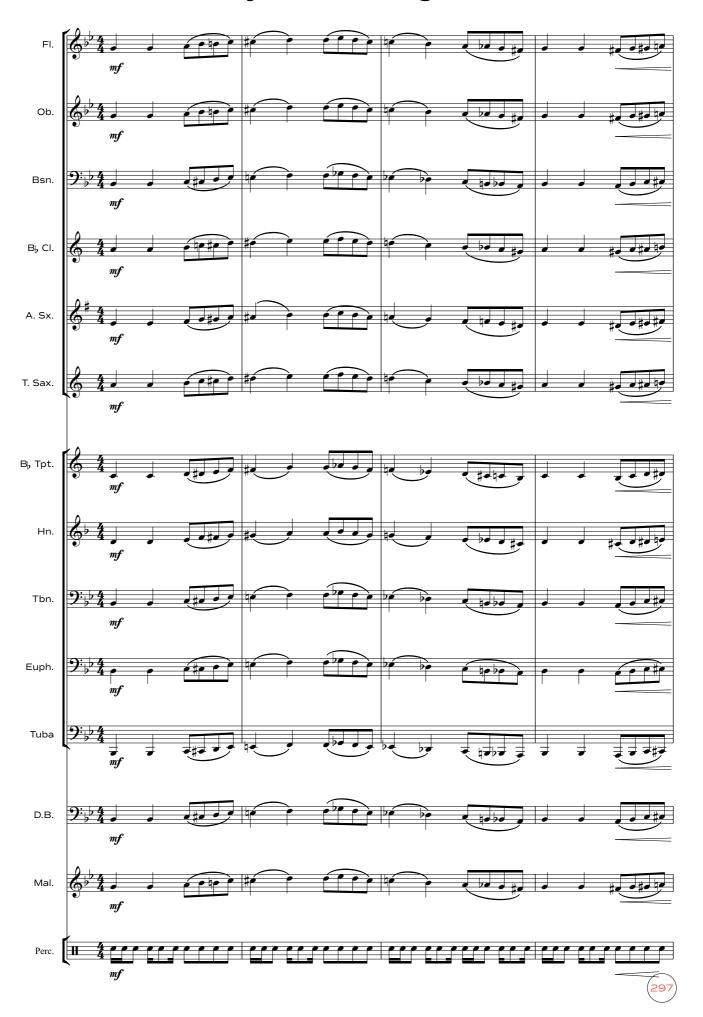
# -Lesson 24-

## 1. By Accident





#### 2. By Accident Again





#### 3. Birthday Surprise





### 4. 'Force 136' - Excerpt

Force 136 is a piece composed by one of the three composers contributing to this book, Terrence Wong, which commemorates the legacy of war hero Lim Bo Seng, who was an important part of resistance against the occupying Japanese in Malaya during the Second World War.







## 5. Graduation Day













