

LEARNING CONCEPTS—A CHRISTMAS SUITE

O Come, Little Children

COMPOSER: J. A. P. Schulz (1747-1800) German Composer

Johann Abraham Peter Schulz studied music and produced operas in Berlin. He was the court composer at Rheinsberg and directed the choir of the Royal Court Theatre before returning to Berlin in 1795. He is best remembered for setting the verses of poems to simple, folk-like music. The words to **O COME, LITTLE CHILDREN** were written by the German poet Christoph von Schmid.

SCALE SKILL

● ACTIVITY

1. First sing (using "loo" or "do-re-mi," etc.) then play the scale.
2. Play the scale in whole notes, half notes, quarter notes, and eighth notes.
3. Play the scale with the rhythm  long short short
4. Instruct the students to memorize the scale.



The musical score is arranged in a grand staff format with the following parts from top to bottom:

- Flute 2 / Oboe:** Treble clef, playing a melody of whole notes.
- B♭ Clarinet 3:** Treble clef, playing a melody of whole notes.
- E♭ Alto Saxophone:** Treble clef, playing a melody of whole notes.
- B♭ Cornet/Trumpet 2:** Treble clef, playing a melody of whole notes.
- French Horn:** Treble clef, playing a melody of whole notes.
- Low Woodwinds / Low Brass:** Bass clef, playing a melody of whole notes.
- Mallets:** Treble clef, playing a melody of whole notes.
- Snare Drum / Bass Drum:** Percussion line with a steady eighth-note pattern.

The score consists of 11 measures, numbered 1 through 11 at the top. A large 'SAMPLE' watermark is diagonally across the page.

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RHYTHM SKILL

● ACTIVITY

1. Following the teacher's demonstration, have students "echo" the counting and clapping of these rhythm patterns before rehearsing the piece.

2. Play the rhythms after counting and clapping has been mastered.

[A]

Flute
Oboe

B♭ Clarinet

E♭ Alto Saxophone

B♭ Cornet/Trumpet

French Horn

Low Woodwinds
Low Brass

Mallets

Snare Drum
Bass Drum

[B]

MELODY AND PHRASING SKILL

The shape and contour of every phrase is essential to a good musical performance of any composition. Emphasize to students that phrases in music are *sentences* and must express complete thoughts and feelings. Here is a suggestion for shaping the

phrase of the melody to **O COME, LITTLE CHILDREN**. You should instruct students on the meaning of the following:

crescendo = gradually louder
decrescendo = gradually softer

Flute
Oboe

B♭ Clarinet

E♭ Alto Saxophone

B♭ Cornet/Trumpet

French Horn

Low Woodwinds
Low Brass

Mallets

Snare Drum
Bass Drum

WB81

F.C.

Flute 1
Oboe

Bb Clarinet 1

E♭ Alto Saxophone

Bb Cornet/Trumpet 1

French Horn

Low Woodwinds
Low Brass

Mallets

Snare Drum
Bass Drum

HARMONY SKILL

Harmony — 2 or more different pitches sounding at the same time.

● ACTIVITY

Every student part contains the following section of the melody (written with note stems pointing upward) and the harmonized part (note stems pointing downward). After reading the definition of harmony, divide the band into MELODY PLAYERS and

HARMONY PLAYERS and explain that harmony and melody are equally important in musical compositions. Students should be instructed to listen carefully to the harmony while performing the skill below.

Flute 1
Oboe

Bb Clarinet 1

E♭ Alto Saxophone

Bb Cornet/Trumpet 1

French Horn

Low Woodwinds
Low Brass

Mallets

Snare Drum
Bass Drum

LEARNING CONCEPTS—A CHRISTMAS SUITE

Christmas Eve Canon

COMPOSER: Franz Josef Haydn (1732-1809) Austrian Composer

"Papa Haydn" began his musical training in Vienna at age 8. After completing his studies, he was appointed Chief Musician at Prince Esterhazy's estate outside of Vienna where he remained for nearly 30 years. Because he was somewhat isolated from the musical activities and influences of Vienna, Haydn was free to experiment and create his own unique compositional style. He was a prolific writer with over 104 symphonies, several operas, choral works, and many chamber and keyboard pieces to his credit. Audiences and performers alike have enjoyed his singable melodies and pleasant harmonies for hundreds of years.

Haydn called this particular piece the *Nightingale Canon*. The words which were added later describe children's anticipation to stay up and greet Santa Claus on Christmas Eve against their parents' wishes.

SCALE SKILL

● ACTIVITY

1. First sing (using "loo" or "do-re-mi," etc.) then play the scale.
2. Play the scale in whole notes, half notes, quarter notes, and eighth notes.
3. Play the scale using the following rhythm: ♩ ♪ ♪ ♪ ♪
4. Instruct students to memorize this scale.

The musical score for "Christmas Eve Canon" is presented for a full orchestra. The instruments listed on the left are: Flute 2/Oboe, B♭ Clarinet, E♭ Alto Saxophone, B♭ Cornet/Trumpet 2, French Horn, Low Woodwinds/Low Brass, Mallets, and Snare Drum/Bass Drum. The score is written in 4/4 time and features a canon structure where different instruments enter the melody at staggered intervals. A large, diagonal "SAMPLE" watermark is overlaid across the center of the page.

● ACTIVITY

- Following the teacher's demonstration, have students "echo" the counting and clapping of these rhythms before rehearsing the piece.
- Play the rhythms after counting and clapping has been mastered.

Flute & Oboe

B♭ Clarinet

E♭ Alto Saxophone

B♭ Cornet/Trumpet

French Horn

Low Woodwinds
Low Brass

Mallets

Snare Drum
Bass Drum

A

B

MELODY AND PHRASING SKILL

The shape and contour of every phrase is essential to a good musical performance of any composition. Emphasize to students that musical phrases are *sentences* and must express complete thoughts and feelings. Here is a suggestion for teaching the

phrasing of the melody to **CHRISTMAS EVE CANON**. You should remind students of the meaning of the following:

crescendo = gradually louder
decrescendo = gradually softer

Flute & Oboe

B♭ Clarinet

E♭ Alto Saxophone

B♭ Cornet/Trumpet

French Horn

Low Woodwinds
Low Brass

Mallets

Snare Drum
Bass Drum

FORM SKILL

Round — a short melody which is repeated by different instruments or voices throughout the piece.

The first phrase of the round in **CHRISTMAS EVE CANON** is a four note pattern which is introduced by the low woodwinds and low brass in measures 5 and 6. The melody pattern which first appears in measure 13 is the second phrase of this round.

● **ACTIVITY**

1. Following the teacher's demonstration, ask the students to sing the first phrase of the round using the solfège syllables "do-re-sol-do."
2. Instruct students to sing the second phrase of the round (the melody pattern) on "loo."
3. Combine the singing of both phrases of the round, and explain to students that the harmony which they have created is called "counterpoint." Counterpoint results when two or more independent phrases of music are played or sung at the same time. Students should be reminded to listen to the counterpoint harmony while rehearsing **CHRISTMAS EVE CANON**.

HARMONY AND THEORY SKILL

Triad — the first, third, and fifth notes of a scale. Triads form **chords** when they are played at the same time.

Major Chord — the first, third, and fifth notes of a major scale played at the same time.

● **ACTIVITY**

Following the teacher's demonstration, ask the students to sing (using "loo" or "do-mi-sol" etc.) then play this exercise. Each note is identified as *First*, *Third*, or *Fifth* on the student parts.

Flute 2
Oboe

B $\flat$ Clarinet 3

E $\flat$ Alto Saxophone

B $\flat$ Cornet/Trumpet 2

French Horn

Low Woodwinds
Low Brass

Mallets

Snare Drum
Bass Drum

A CHRISTMAS SUITE

O Come, Little Children

Full Conductor's Score

Correlated with BEST IN CLASS Book 1, page 10

Approximate Performance Time 3:17

J. A. P. Schulz
arr. Eugene Magill

Flute ¹/₂
Oboe

B $\flat$ Clarinets ¹/₂

B $\flat$ Bass
Clarinet

E $\flat$ Alto
Saxophone

B $\flat$ Tenor
Saxophone

E $\flat$ Baritone
Saxophone
A. Cl. 8va bassa

B $\flat$ Cornet ¹/₂

F Horn

Bassoon

Trombone ¹/₂

Baritone T.C.

Baritone B.C.

Tuba

Finger Cymbals
Mallet

Snare Drum
Bass Drum

Fl. div. 5

80

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9 10 11 12 13 14 15 16

Fl.
Ob.

Cls.

B. Cl.

A. Sax.

T. Sax.

Bar. Sax.

Cor.

Hn.

Bsn.

Trb.

Bar. T. C.

Bar. B. C.

Tuba

Cyms.
Mal.

S. D.
B. D.

Fl. Ob. 17 18 19 20 21 Fl. a2 22 23 24 25
 Cls.
 B. Cl.
 A. Sax.
 T. Sax.
 Bar. Sax.
 Cor.
 Hn.
 Bsn.
 Trb.
 Bar. T. C.
 Bar. B. C.
 Tuba
 Cym.
 Mal.
 S.D.
 B.D.

Opt.*

a2

*Lower octave horn notes are optional

26 27 28 29 30 31 32 33 34

Fl.
Ob.

Cls. $\frac{1}{2}$
3

B. Cl.

A. Sax.

T. Sax.

Bar. Sax.

Cor.

Hn.

Bsn.

Trb.

Bar. T. C.

Bar. B. C.

Tab.

Cms.
Mal.

D.
B. D.

1., 3.
2.

35 36 37 38 39 40 41 42 43

Fl. Ob.

Cls.

B. Cl.

A. Sax.

T. Sax.

Bar. Sax.

Cor.

Hn.

Bsn.

Trb.

Bar. T. C.

Bar. B. C.

Tuba

Cyms. Mal.

S. D. B. D.

The musical score is written for a large ensemble. Measures 35-43 are shown. The key signature has two flats (B-flat and E-flat). The time signature is 4/4. The score includes parts for Flute/Oboe, Clarinets (1, 2, 3), Bass Clarinet, Alto Saxophone, Tenor Saxophone, Baritone Saxophone, Cor Anglais, Horns, Bassoon, Trumpets, Baritone Trombone, Baritone Euphonium, Tuba, Cymbals/Maracas, and Snare/Double Bass Drums. A large 'SAMPLE' watermark is diagonally across the page.

Christmas Eve Canon

Correlated with BEST IN CLASS Book 1, page 14

Franz Josef Haydn
arr. Eugene Magill

Flute ¹/₂
Oboe

B♭ Clarinets ¹/₂/₃

B♭ Bass Clarinet

E♭ Alto Saxophone

B♭ Tenor Saxophone

E♭ Baritone Saxophone
A.C.I. 8va bassa

B♭ Cornet ¹/₂

F Horn

Bassoon

Trombone ¹/₂

Baritone T.C.

Baritone B.C.

Tuba

Finger Cymbals
Mallet

Snare Drum
Bass Drum

13

Fl. *div.*

Ob.

Cls.

B. Cl.

A. Sax.

T. Sax.

Bar. Sax.

Cor.

Hn.

Bsn.

Trb.

Bar. T. C.

Bar. B. C.

Tuba

Cyms.
Mal.

S. D.
B. D.

Fl.
Ob.

Clars.

B. Cl.

A. Sax.

T. Sax.

Bar. Sax.

Cor.

Hn.

Bsn.

Trb.

Bar. T. C.

Bar. B. C.

Tuba

Cyms.
Mal.

S. D.
B. D.

17 18 19 20 21 22 23 24 25

23

31

Fl.
Ob.

Cl.s.

B.C1.

A.Sax.

T.Sax.

Bar.Sax.

Cor.

Hn.

Bsn.

Trb.

Bar.T.C.

Bar.B.C.

Tuba

Cyms.
Mal.

S.D.
B.D.

R L R R

Fl. Ob.

34 35 36 37 38 39 40 41 42

Cls.

B. Cl.

A. Sax.

T. Sax.

Bar. Sax.

Cor.

Hn.

Bsn.

Trb.

Bar. T. C.

Bar. B. C.

Tuba

Cyms

Mal.

S. D.

B. D.

L R L L

R L R R