ALFRED'S

# At Max Power! 

By Amy Webb

## INSTRUMENTATION

2 Baritone T.C.
(World Part Trombone in BbT.C.)
2 Tuba

Percussion-5 Players:
2 Bells
2 Percussion 1 (Snare Drum, Bass Drum)
2 Percussion 2 (Crash Cymbals)
2 Timpani

| 10 | Flute |
| ---: | :--- |
| 2 | Oboe |
| 6 | 1st Bb Clarinet |
| 6 | 2nd Bb Clarinet |
| 2 | Bb Bass Clarinet |
| 2 | 1st Eb Alto Saxophone |
| 2 | 2nd Eb Alto Saxophone |
| 2 | Bb Tenor Saxophone |
| 2 | Eb Baritone Saxophone |
| 4 | 1st Bb Trumpet |
| 4 | 2nd Bb Trumpet |
| 2 | F Horn |
| 7 | Trombone/Baritone B.C./Bassoon |

Anyone who has ever run track can tell you that, in a race, runners try to save a little bit of energy for the end of the race, so they can push forward and win the championship! Their persistence, determination, and work ethic rewards them in the end. Today you're going to hear the culmination of many long weeks of hard work in the band room. Be prepared to be proud of your kids; they're operating At Max Power!

## NOTES TO THE CONDUCTOR

Staccatos, accents, slurs, crescendos, and articulations are the name of the game with At Max Power! Particular attention to these musical cues will set your performance of this piece above the rest.
It's my experience that band students, especially younger ones, have a mental picture of a staccato note as "short" or "stabbed." While staccato notes are short, there are other articulations that are even shorter, and most of your young band kids won't know this, yet!
One way I enforce staccato is by using a metronome at a slow speed. Have the students play a measure or two using regular quarter notes. There should be little separation. Then have them play the measures again, but this time, play each note only half as long as they did before. When they're successful with this, have them try one more time, playing those notes half as long. You will find that you get a good separation between notes without them sounding like the marcato feel you can sometimes get with beginning "staccato-ists."
You can use variation on the exercise above to work on accents. Have the students play as they did before, but this time put a little more force behind beats one and three and gently play beats two and four.
I hope your group loves playing this piece as much as I did writing it!



## At Max Power!

FULL SCORE
By Amy Webb
Duration - 2:00
Powerfully! $d=128$
Flute

Oboe

Bb Clarinets

Bb Bass Clarinet


Eb Alto Saxophones

Bb Tenor Saxophone

Eb Baritone Saxophone


Bb Trumpets

F Horn

Trombone/Baritone/ Bassoon

Tuba


Bells

## Percussion 1

 (Snare Drum, Bass Drum)Percussion 2
(Crash Cymbals)

Timpani


49965S

Fl.


Tpts.
Bar. Sax.


Hn.

Tbn./Bar./
Bsn.
T. Sax.

1
2



Perc. 2

Timp.


18
Fl.

Ob.

Cls.


Tpts. $\quad$| $\mathbf{1}$ |
| :--- |

Hn.

Tbn./Bar./
Bsn.


Perc. 1

Perc. 2

Timp.



Fl.

Ob.

Cls. $\quad$| 1 |
| :--- |



Tpts. $\quad \frac{1}{2}$

Hn.

Tbn./Bar./
Bsn.

Tuba

Perc. 1

Perc. 2

Timp.



49965S


49965S

Fl.
37

Ob.

Cls. $\quad \begin{aligned} & 1 \\ & 2\end{aligned}$


Tpts.
Bar. Sax.

Hn.

Tbn./Bar./
Bsn.

Tuba


Timp.


49965S

FI.


Tpts.
Bar. Sax.
1
2
A. Saxes. ${ }_{2}^{1}$
T. Sax.
B. Cl.

In.

Tbn./Bar./
Bsn.






49965S


49965S


