

Funky Penguins

By Mike Collins-Dowden

- 10 Flute
- 2 Oboe
- 6 1st B_b Clarinet
- 6 2nd B_b Clarinet
- 2 B[,] Bass Clarinet
- 2 1st E^J Alto Saxophone
- 2 2nd E Alto Saxophone
- 2 B[,] Tenor Saxophone
- 2 E Baritone Saxophone
- 4 1st B[,] Trumpet
- 4 2nd B^b Trumpet
- 2 F Horn
- 7 Trombone/Baritone B.C./Bassoon

INSTRUMENTATION

- 2 Baritone T.C. (World Part Trombone in B[,] T.C.)
- 2 Tuba
- Percussion—6 Players:
- 2 Xylophone
- 4 Percussion 1 (Snare Drum/Hi-Hat Cymbals/ Suspended Cymbal, Bass Drum or Opt. Drumset)
- 2 Percussion 2
 - (Cowbell, Tom-Tom)
- 2 Percussion 3
- (Optional Congas)

SUPPLEMENTAL and WORLD PARTS

available for download from www.alfred.com/supplemental

E⊩Alto Clarinet

El Horn Trombone in Bl B.C. Euphonium in Bl B.C. Tuba in Bl T.C. Tuba in Bl B.C. Tuba in El T.C. Tuba in El B.C. String Bass

PROGRAM NOTES

Bring some Antarctic fun to the end of your next concert! An ice-cold bass line supports a bluesy melody with lots of slip-sliding slurs, all backed up by percussion playing a funky rock beat. Your audience is sure to be tapping their flippers and waddling in the aisles!

NOTES TO THE CONDUCTOR

Despite its fun, playful nature, *Funky Penguins* presents students with a number of technical and musical challenges. Be sure students are observing the key signature and all accidentals, paying close attention to whether or not they are playing concert E and E-flat in the correct places.

Bring out the personality of the accompaniment part by encouraging the low brass and woodwinds to make a clear contrast between their staccato and tenuto articulations. When playing long notes in the melody (such as trumpets at m. 5), students should sustain the note, with a slight crescendo, all the way to the following rest to give momentum to the line. To maximize dynamic contrasts, have the students practice playing the *piano* dynamic in mm. 39 and 53 as sneakily as possible before surprising the audience with the following *forte*.

Percussion 1 can be played with a single drumset player or two percussionists playing snare/cymbals and bass drum. Remind them to focus on keeping a steady rhythm and not playing the snare or bass drum too heavily. Percussion 2 can be played by a single percussionist holding the cowbell in one hand and using a drumstick held backwards in their other hand to play both instruments. I recommend using a 14" concert tom or floor tom for this part. To play the conga slap in percussion 3, the student should use their flat, open palm to hit the head of the drum. If only one conga is available, play the higher notes near the rim and lower notes closer to the center.





Funky Penguins

FULL SCORE By Mike Collins-Dowden (ASCAP) Duration - 2:10 Funky! $\downarrow = 105$ Flute mf Oboe mf 1 2 **B**^b Clarinets m **B**^b Bass Clarinet m Eb Alto Saxophones 1 2 (H) mf **B**^b Tenor Saxophone mf **E**^b **Baritone** Saxophone mf Funky! $\downarrow = 105$ 1 2 **B**^b Trumpets тj F Horn mf **Trombone/Baritone/** 9: Bassoon Tuba m (w/hard plastic mallets) 4 **Xylophone** mf Hi-Hat Cymbals (closed) Percussion 1 (Snare Drum/Hi-Hat Cymbals/Suspended Cymbal, Bass Drum or Opt. Drumset) Snare Drum ł mf Bass Drum Cowbell Percussion 2 % % 册 Ì (Cowbell, Tom-Tom) mf Tom-Tom (slap) Percussion 3 (Optional Congas) mf 1 1 2 3 4

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