Flute <u>Progressive Musical Studies:</u> Sousa Grade 2-3

Compiled by Brian R. Thompson M.M.





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About the Composer



Brian Thompson has been teaching band in rural Utah for the past 13 years. He was selected as a 2018 quarter finalist for **"Educator of the Year" by the Grammy Foun**dation.

He has taught at Richfield High School and Red Hills Middle School until recently when he took the responsibility of teaching choir and band at the high school. Brian and his wife have four children.

Brian received a Associates Degree from Snow College, a Bachelor's of Music in Music Education from the University of Utah, and a Master's Degree in Instrumental conducting from Sam Houston State University through the American Band College in Ashland Oregon.

Brian has numerous arrangements for various small ensembles. He most enjoys arranging music for brass quintets, trombone quartets, percussion ensembles, and many others depending on what his students want to play and their abilities. You can find some of those at www.sevierband.com.



Foreward

The premise of this book is to teach musicality rather than just a single piece of music. Bands often spend too much time preparing one piece for performance, which is teaching to the test, and not enough time learning how to play music or, in other words, musicality.

Sight-reading does not teach students to play different styles. In sightreading books, the exercises are not musical but teach notes and rhythms. Musicality includes the ability to play a melody, counter melody, accompaniment and a bass line all together, which can only be learned by playing real music. To learn musicality, students need to play many different pieces as they study not just the few for the concert.

John Philip Sousa's music is rich with musical examples. I spent a year studying hundreds of scores and found his music to be one of the best resources for showing musicality. The problem with Sousa's music: it is too hard and too long for most students. French horns learn to play rhythms and accompaniment well, but that is all they do. Tubas get great bass lines, but no one else does. The trumpet gets the melody but hardly anything else.

This book breaks down musical selections from Sousa's music to teach musicality. It is rated from easy to hard. Everyone in the band will have the opportunity to study all parts of the music, so they can begin to understand the melody, counter melody, accompaniment and a bass line. They can even divide into groups of five or six to play each of these selections together.

I wrote this book to teach music not just a single piece; to teach musicality not just articulation; to teach students to play expressively not just with dynamics; to teach students to listen vertically to the chords in accompaniment while playing a melody horizontally for phrasing.

Brian R. Thompson Sevier Band & Percussion



<u>6 Essential Skills of Musicality</u>

There are six main areas to understanding musicality. As you learn to play each of these styles you will understand how music is constructed, who should be the most prominent and when. Sousa said "there is only one way to judge music, is it beautiful or not." I hope as you use this flexible curriculum you discover the melodies of Sousa and how his music is the apex of wind band music. His use of different textures styles and rhythms is unparalleled to any other wind band composer.

The six essential skills are:

- 1. <u>Phrasing the melody</u> over different textures.
- 2. <u>Balance polyphony</u> by playing the counter melody at the same time as melody.
- 3. Learn to play homophony by <u>playing the harmony</u> to the melody.
- 4. Play <u>accompaniment musically</u> with a melody.
- 5. <u>Play bass line</u> with different textures above.
- 6. Learn to play a fanfare.

Brian R. Thompson Sevier Band & Percussion





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"There is only one way of judging music and that is either its beauty or its lack of beauty."

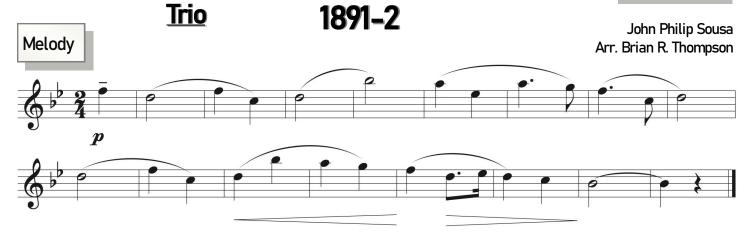
John Philip Sousa

1 The Corcoran Cadets

Concert Flute



² Homeward Bound



Concert Flute









3

<u>The Thunderer</u>





4 The Belle of Chicago

Concert Flute



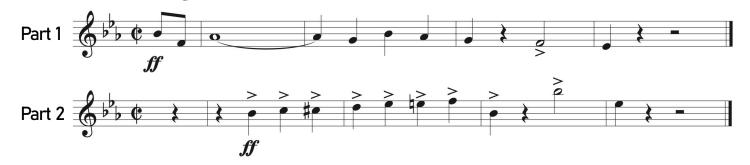
Vational Fencibles

5

John Philip Sousa

Concert Flute









<u>The Belle of Chicago (1892) — Intro</u>



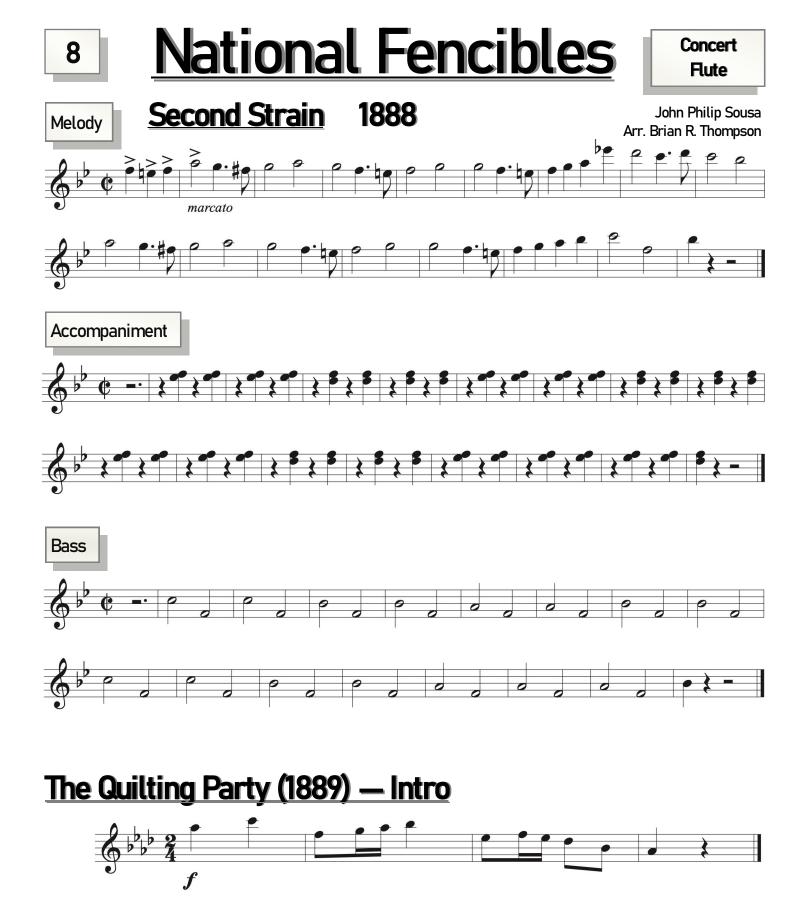
<u>The Loyal Legion (1890) — Intro</u>



7 Pet of the Petticoats

Concert Flute

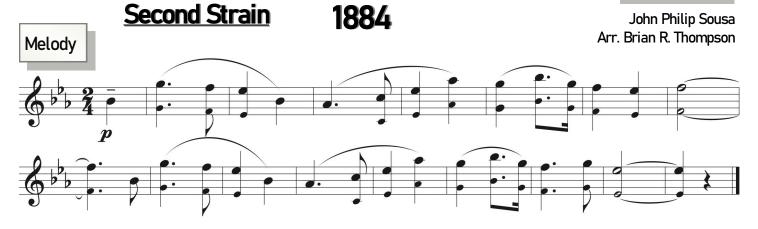




The White Plume

Concert Flute

9







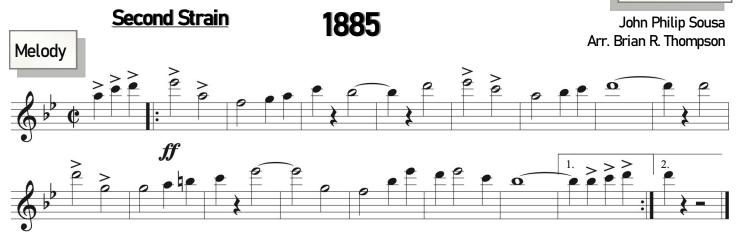




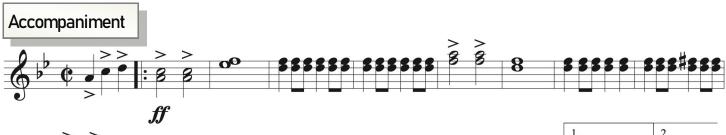




Bonnie Annie Laurie

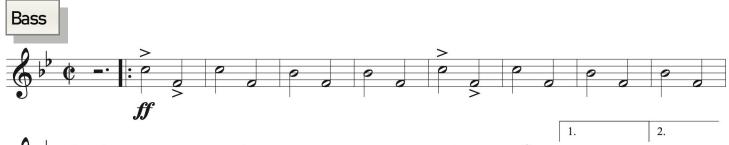


Concert Flute













Mother Goose (1883) - Intro



12

Sound Off

1885





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John Philip Sousa Arr. Brian R. Thompson



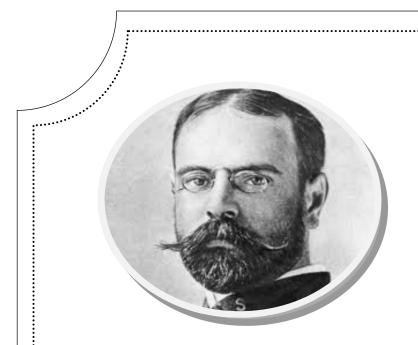


Sound Off









"From childhood I was passionately fond of music and wanted to be a musician. I have no recollection of any real desire ever to be anything else."

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John Philip Sousa

13

Mother Goose

Concert Flute





John Philip Sousa Arr. Brian R. Thompson















14

Mother Hubbard

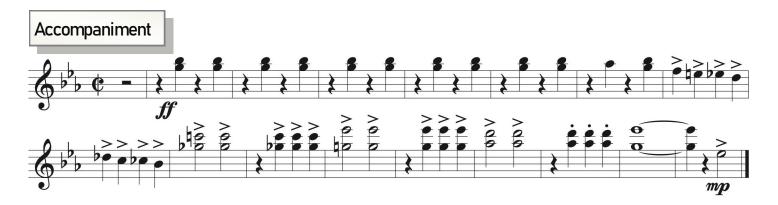


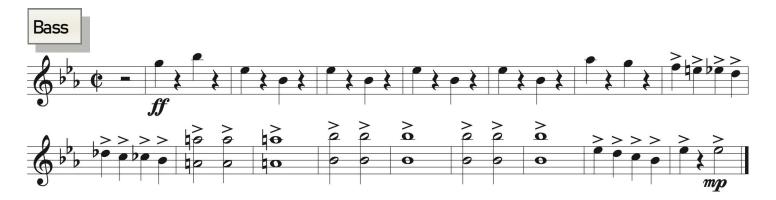












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Mother Goose

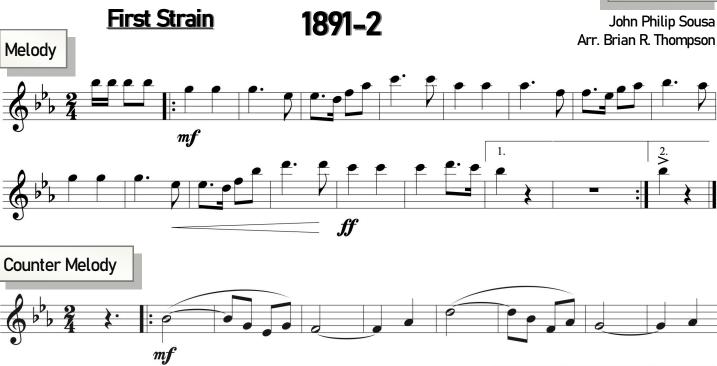
Concert Flute





Homeward Bound







Accompaniment









<u>The Triton</u>

18

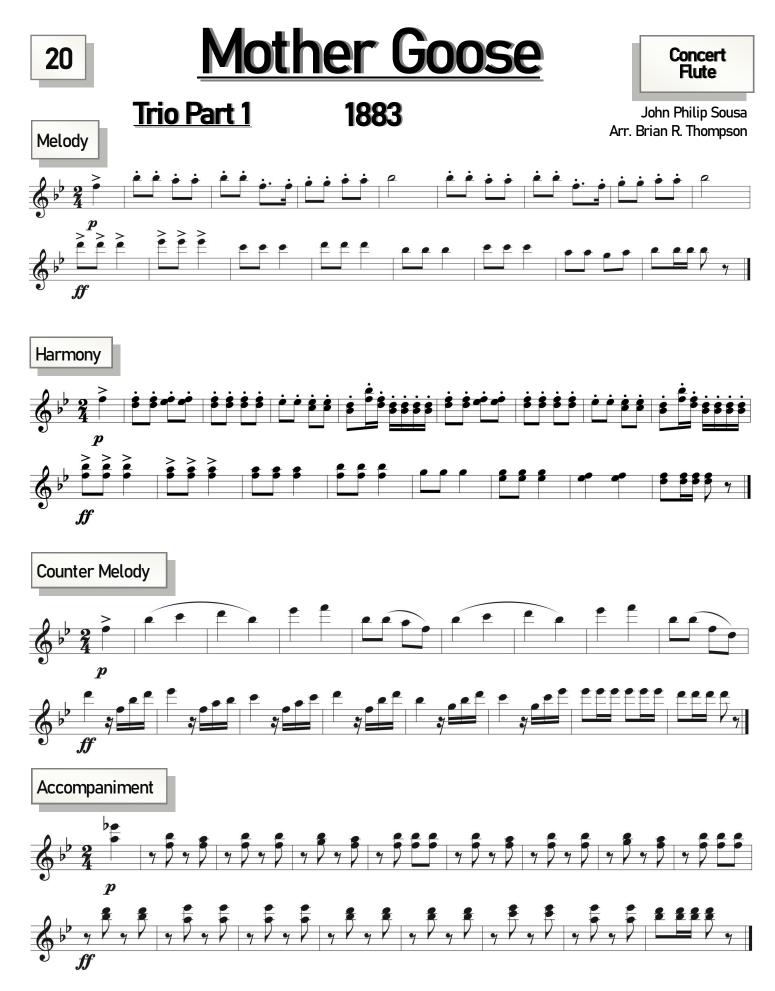




<u>The Thunderer</u>









Mother Goose

Concert Flute







"There is one thing that freezes a musician more than the deadliest physical cold, and that is the spiritual chill of an unresponsive audience!."

John Philip Sousa

21

The Thunderer

Concert Flute



²² The Belle of Chicago





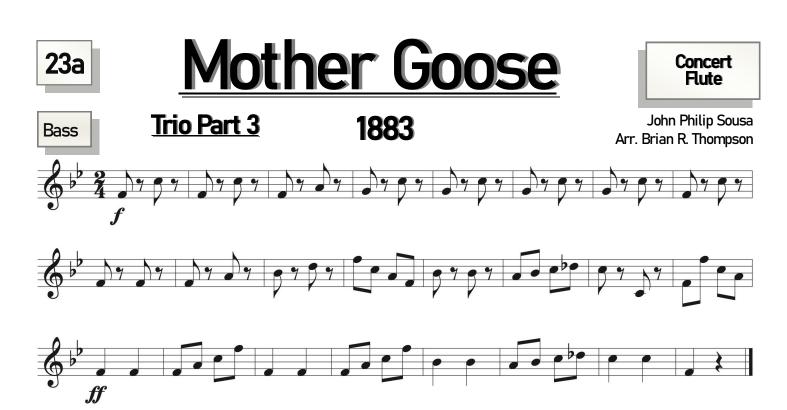
22a The Belle of Chicago Trio 1892 John Philip Sousa Arr. Brian R. Thompson Propriet

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Boy Scouts of America (1916) - Break Strain
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<u>The Quilting Party</u>

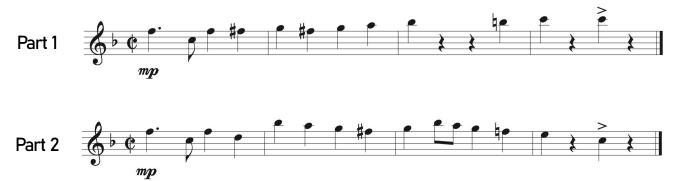






Manhattan Beach (1893) — Intro

25



26 The High School Cadets

Concert Flute



27

<u>Mikado March</u>















Yorktown Centennial (1881) - Bugle Strain



Bonnie Annie Laurie (1883) — Intro

29 The Washington Post Concert Flute



29a The Washington Post Concert Flute



Pet of the Petticoats (1883) - Break Strain







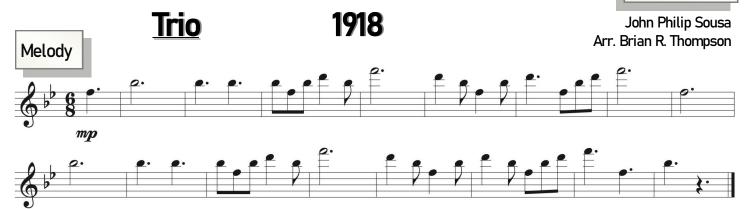
"I have always believed that 98% of a student's progress is due to his own efforts, and 2% to his teacher."

John Philip Sousa

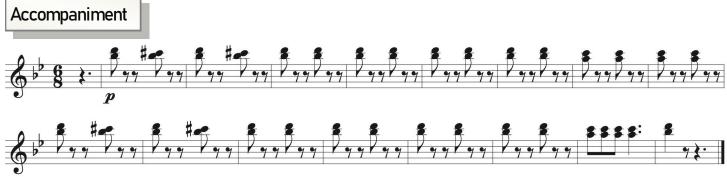
Sabre and Sp rs Concert

Flute

30













32 The Washington Post

Concert Flute

p



<u>he High School Cadets</u> Concert 33

Flute



^{33a} The High School Cadets

Flute

Concert



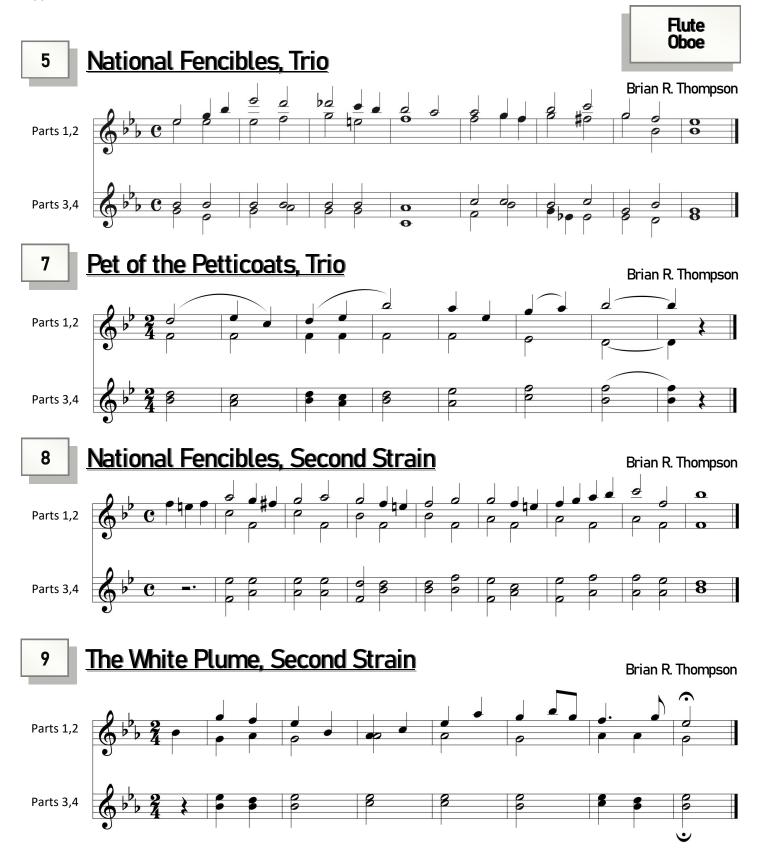
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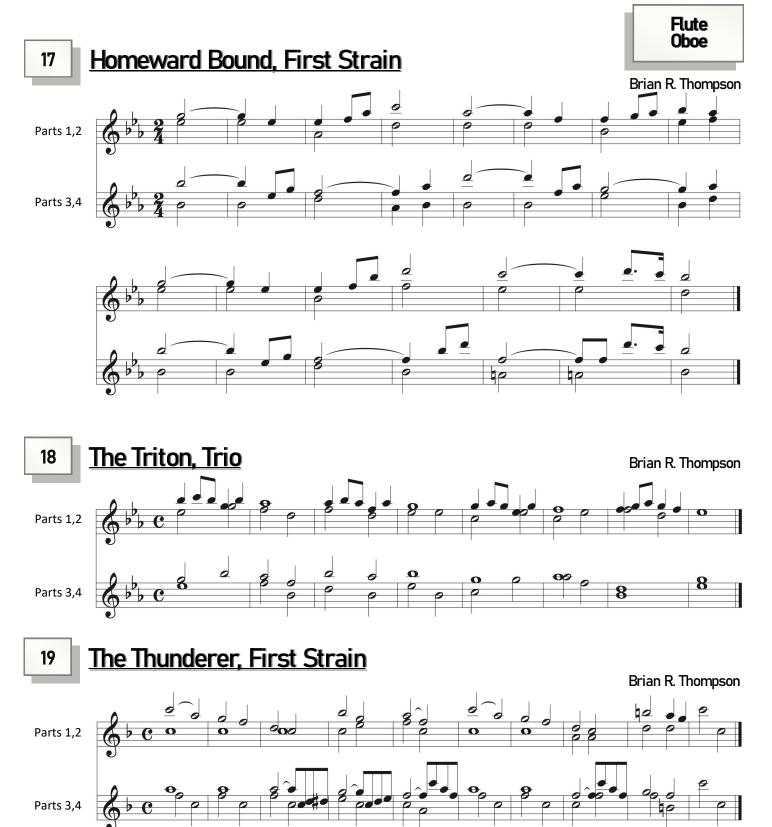
Appendix 2



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Appendix 3
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Appendix 7



Appendix 8



