BAND EXPRESSIONS™ SERIES

Correlated to Band Expressions™ Book One

Holiday March

A Concert March for the Holiday Season

Arranged by ROBERT W. SMITH (ASCAP)
and MICHAEL STORY (ASCAP)

INSTRUMENTATION

1	Conductor
10	C Flute
2	Oboe
10	B♭ Clarinet
2	B♭ Bass Clarinet
2	Bassoon
6	E♭ Alto Saxophone
4	B♭ Tenor Saxophone
2	E♭ Baritone Saxophone
8	B♭ Trumpet
4	Horn in F
5	Trombone/Baritone
2	Baritone Treble Clef (World Part Trombone in B♭ Treble Clef)
4	Tuba
1	Mallet Percussion (Bells)
2	Percussion I (Snare Drum, Bass Drum)
2	Percussion II (Crash Cymbals, Sleigh Bells, Tambourine)

WORLD PARTS

4	Horn in E♭
5	Trombone/Baritone in B♭ Bass Clef
2	Tuba in E♭ Bass Clef
2	Tuba in E♭ Treble Clef
2	Tuba in B♭ Bass Clef
2	Tuba in B♭ Treble Clef

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PROGRAM NOTES

Holiday March was written and conceived as a December celebration march for the beginning band. Featuring two holiday favorites, arrangers Robert W. Smith and Michael Story have crafted a bright march in a traditional style allowing the students to experience this musical "Americana" in the early stages of study. Inspired by the compositions of John Philip Sousa, *Holiday March* invites you to tap your toes and clap along as the band wishes you and yours the happiest of holiday seasons.

NOTES TO THE CONDUCTOR

Holiday March is correlated to Unit 15 of *Band Expressions Book One*. One, and it was written as an option to the holiday material included in the core lessons. In addition, it is suitable for any concert program featuring musicians in the early stages of study.

The introduction should be as exuberant as possible. The decrescendo in the tuba/low woodwinds beginning in measure 3 should be evenly performed to set up the first melodic statement in measure 5. The sleigh bells with the eighth-note figures should be prominent in the balance of the band. Feel free to double the sleigh bells if personnel and equipment permits.

Measure 13 provides a unique teaching opportunity at this early stage of development. The contrast in style from the traditional march to the smooth and flowing descending lines should be brought to the student's attention and reinforced as necessary. The accented quarter notes beginning in measure 17 provide another opportunity for stylistic contrast.

As the melody to *Jingle Bells* begins in measure 29, we have another opportunity for contrast. Please draw the students' attention to the dynamic markings and the melody in the clarinets. All members of the band should clearly hear the clarinet section as they perform the trio of the march. Please reinforce the clarinets' mezzo forte against the rest of the band's notated mezzo piano. In addition, please pay particular attention to the performance of the flams in the snare drum and reinforce proper technique as introduced in *Band Expressions Book One*.

From a content standpoint, the main melodic material is drawn from *Hark! The Herald Angels Sing* and *Jingle Bells*. As appropriate for the classroom setting, you may wish to point out these melodies as well as the *Oh Hanukkah* quotes in the trio beginning at measure 29.

The percussion section is featured beginning at measure 45. Strive for the most rhythmically precise performance as possible with care given to the multiple bounce roll technique. In addition, please draw the student's attention to the traditional "roll off" that introduces the grandioso. This is their moment to shine!

The grandioso combines the two main melodies. As an option, the trombones may stand as they present the countermelody. The last four measures provide another teaching opportunity in dynamic contrast. The subito piano will require consistent reinforcement to ensure its effect at the final performance.

We hope that you, the band and audience enjoy *Holiday March* and find it to be a valued addition to your holiday concert program. Happy Holidays to all!

Robert W. Smith
and Michael Story

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CONDUCTOR

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Holiday March

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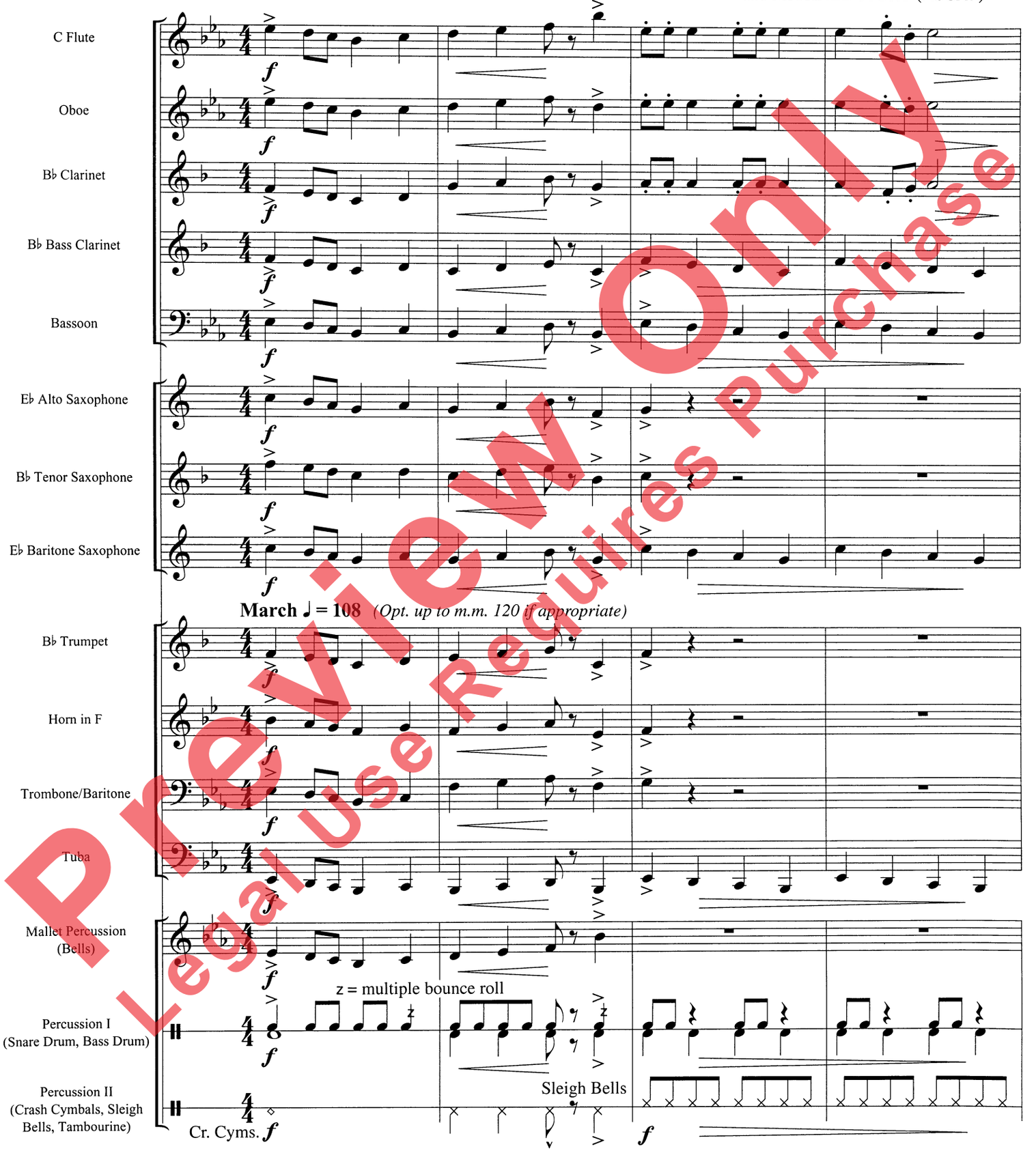
Arranged by ROBERT W. SMITH (ASCAP)
and MICHAEL STORY (ASCAP)

March ♩ = 108 *(Opt. up to m.m. 120 if appropriate)*



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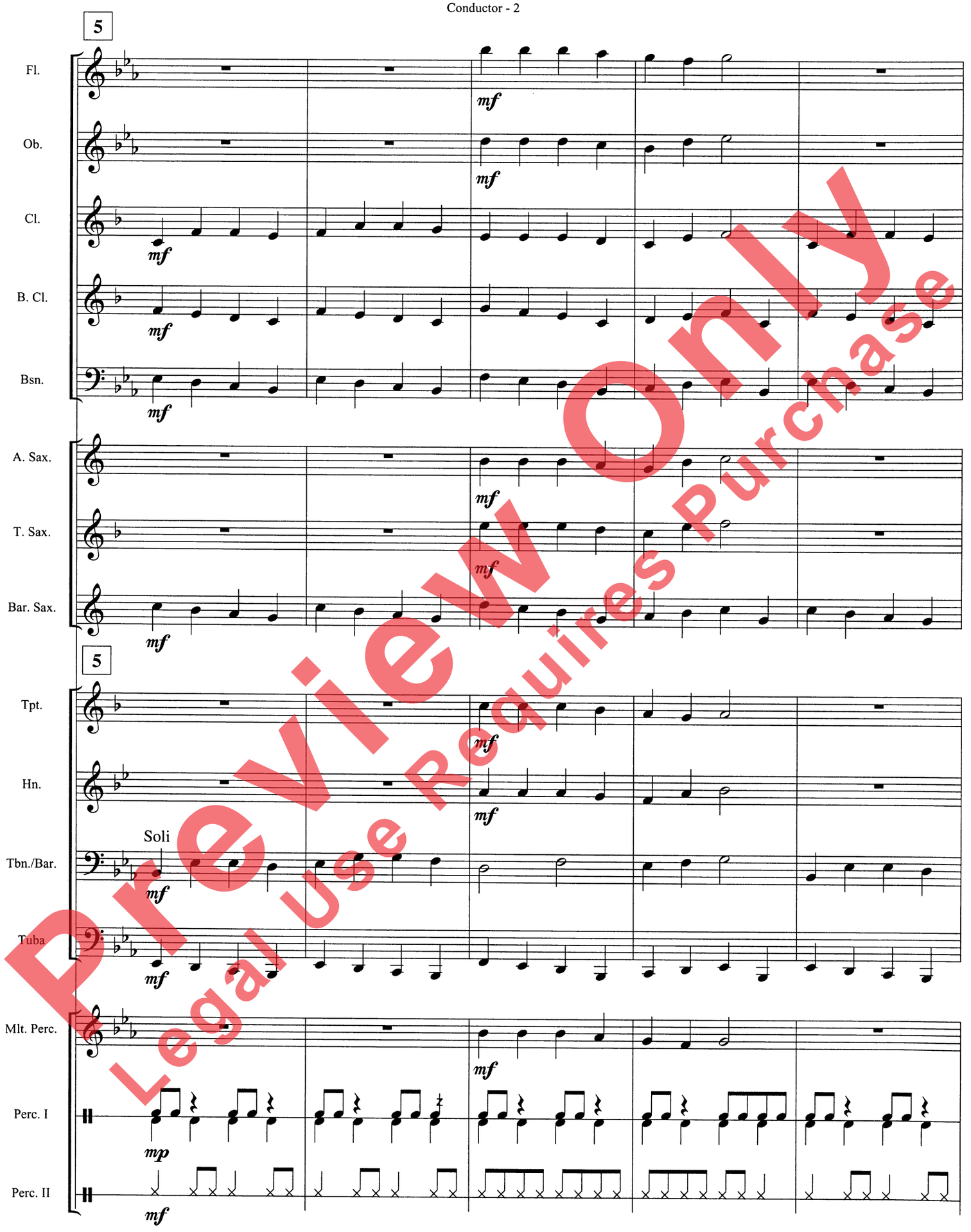

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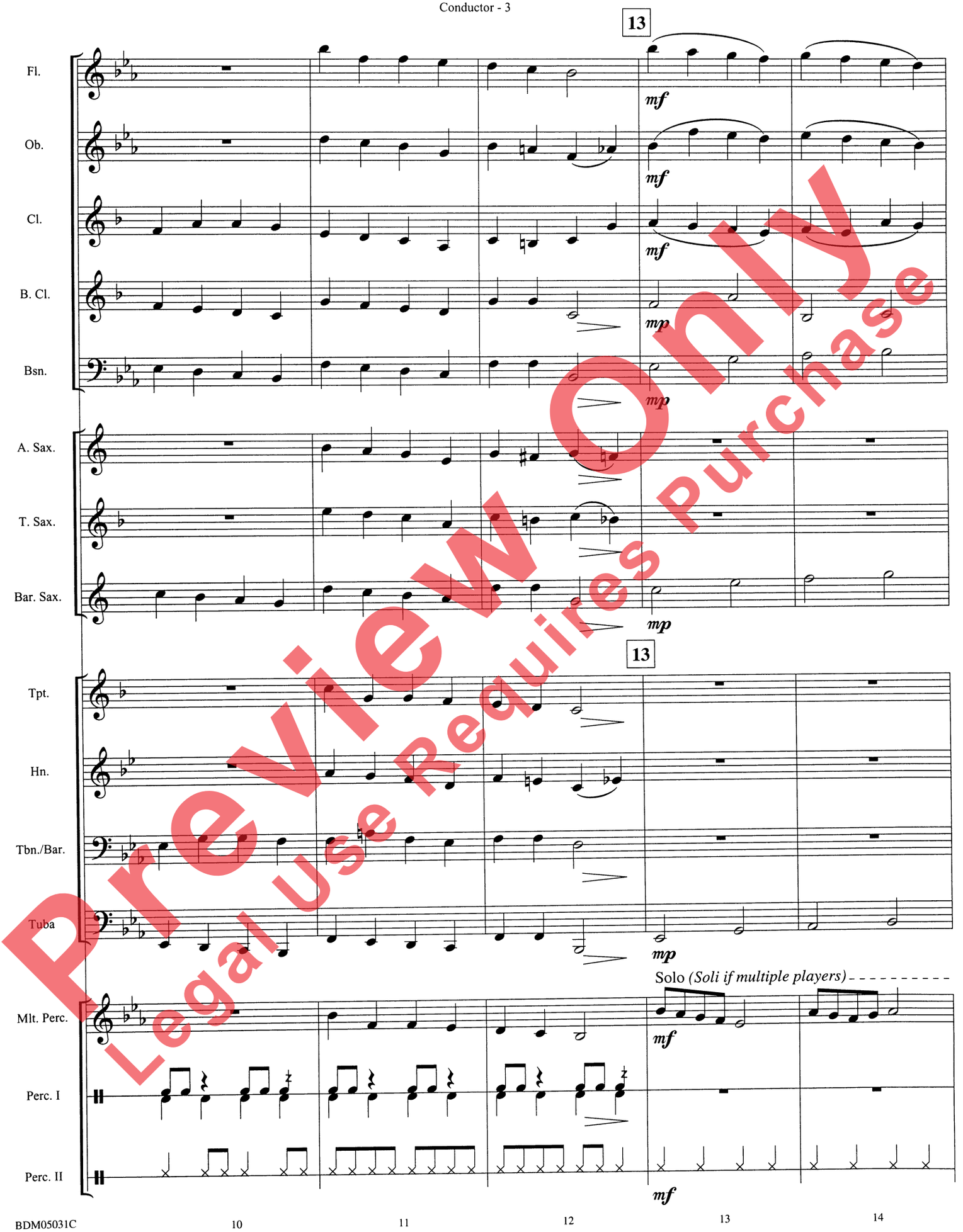

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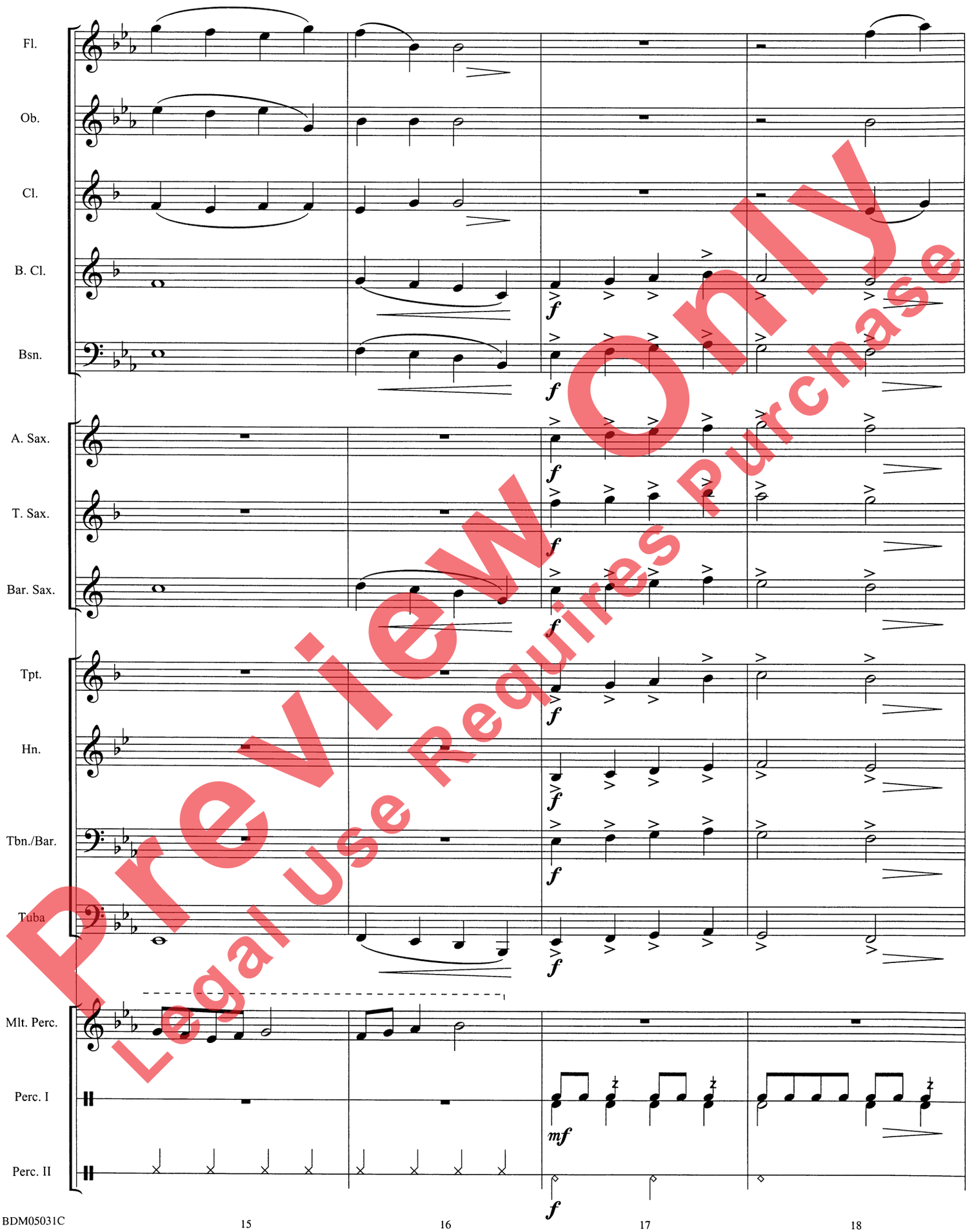

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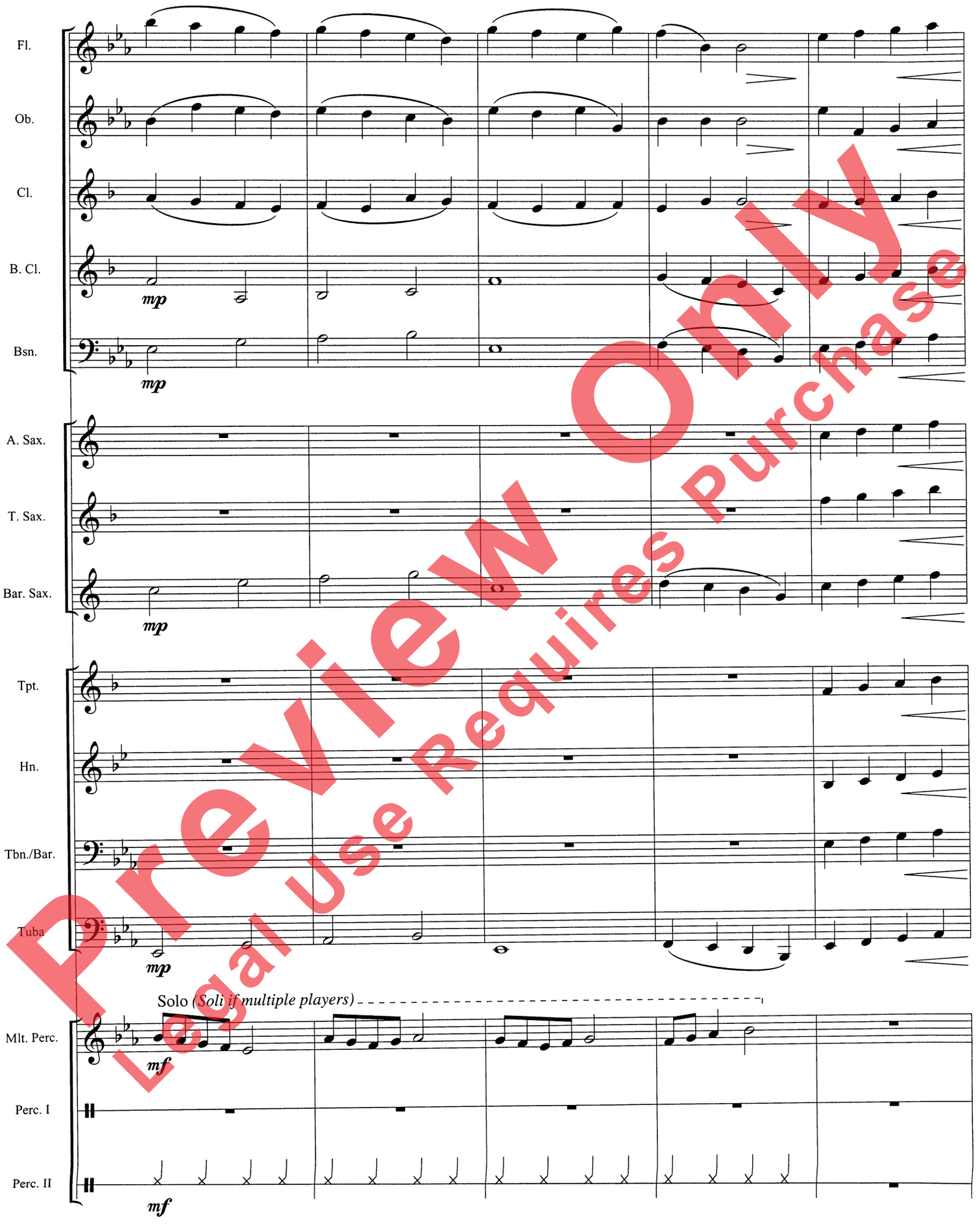

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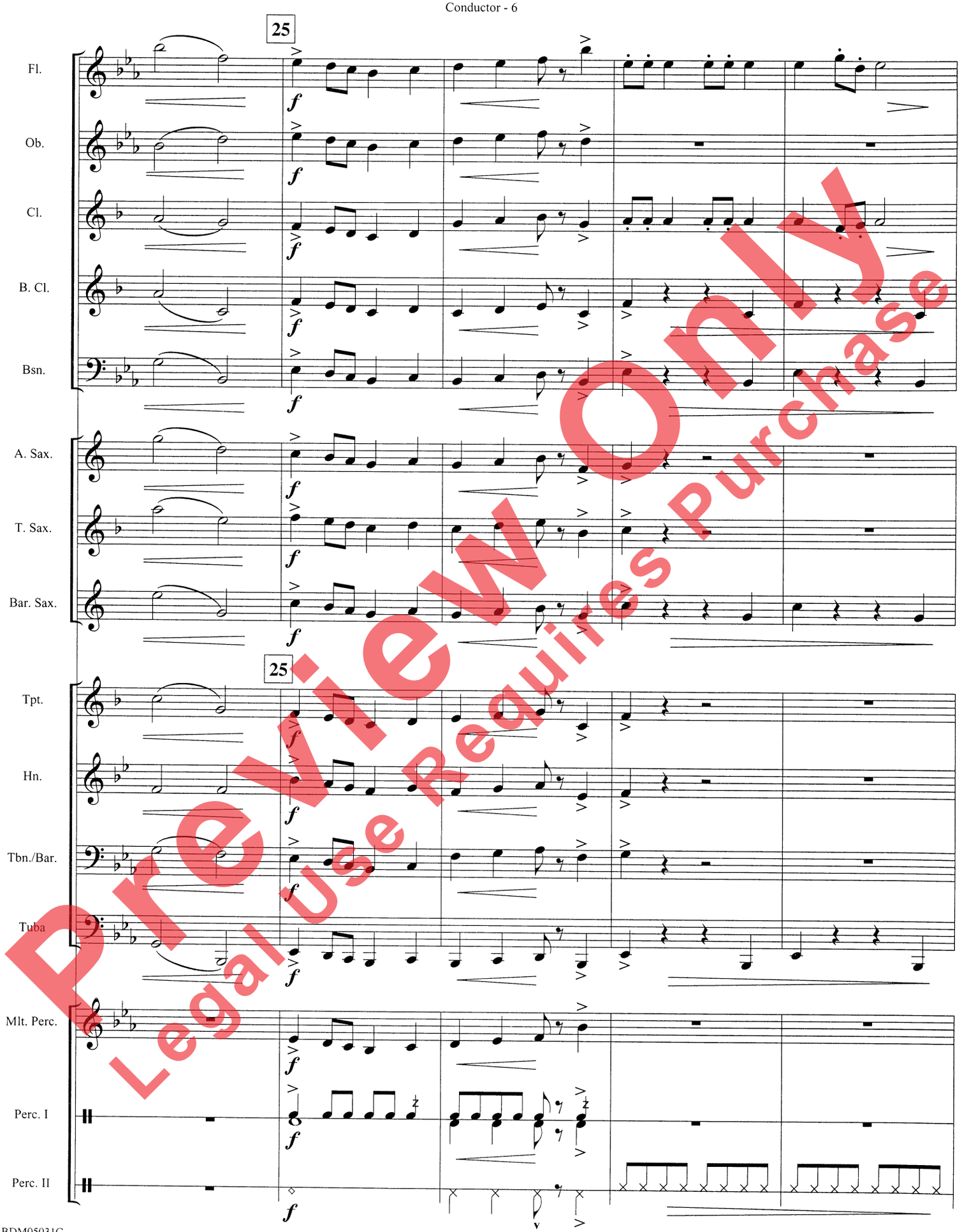

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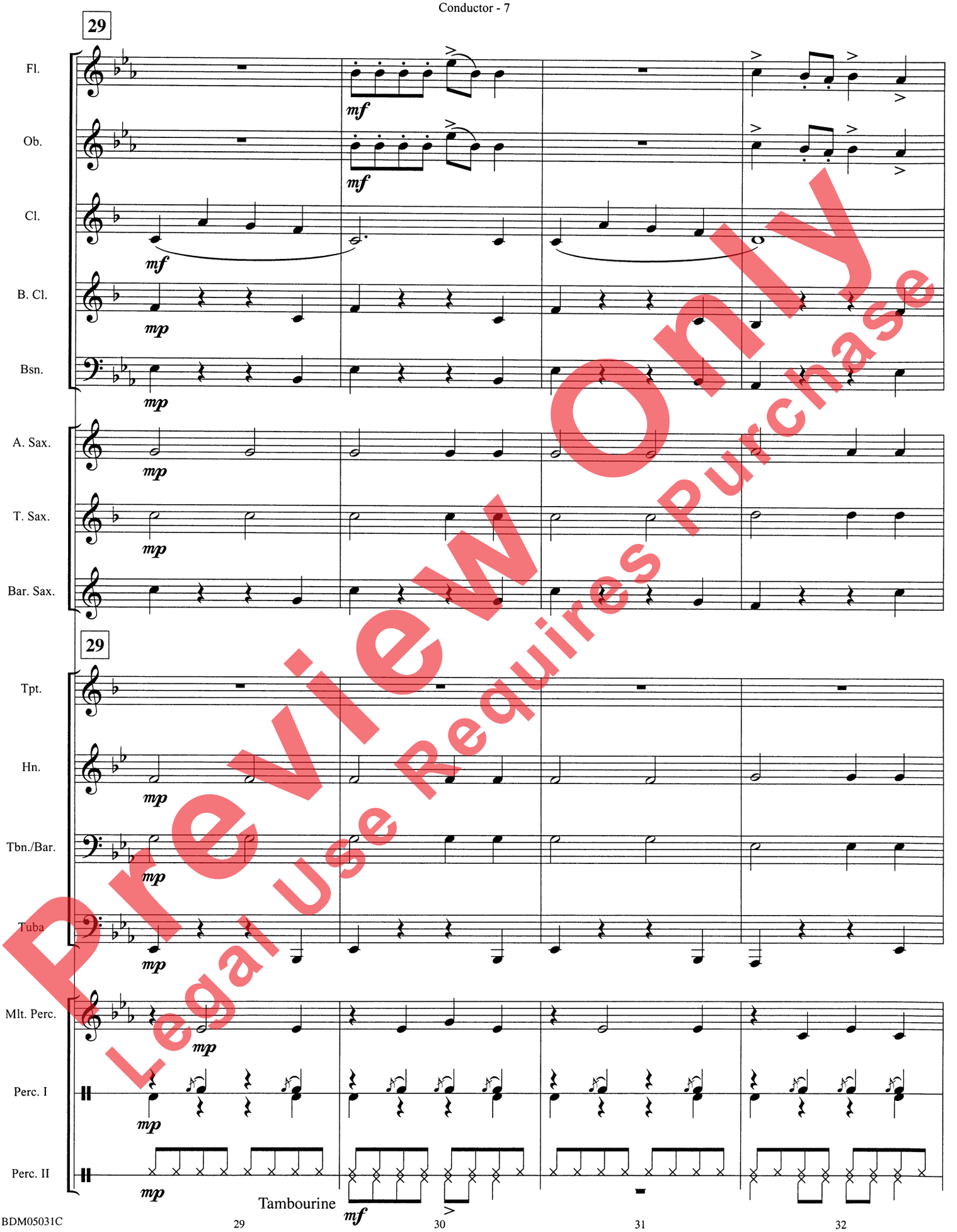

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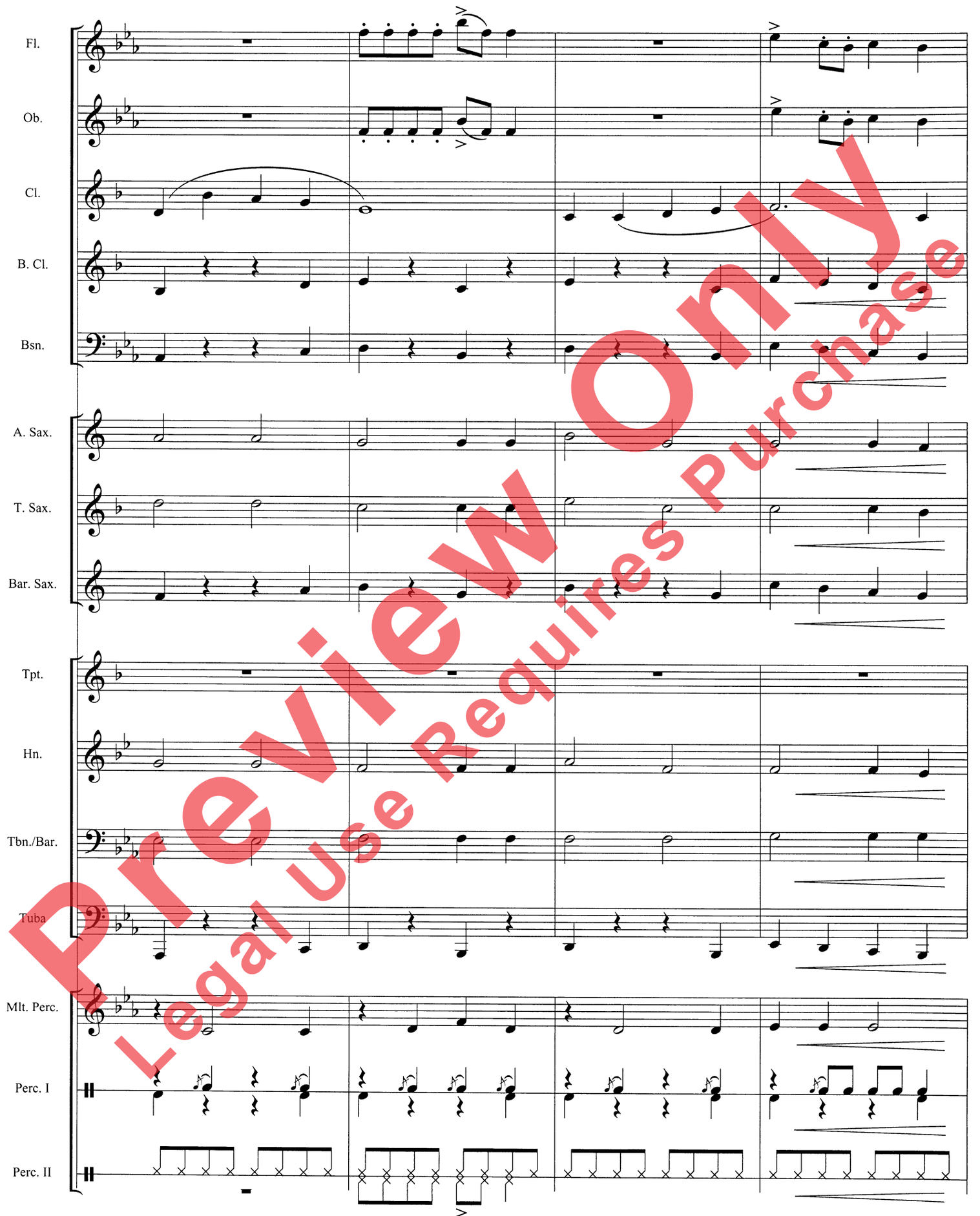

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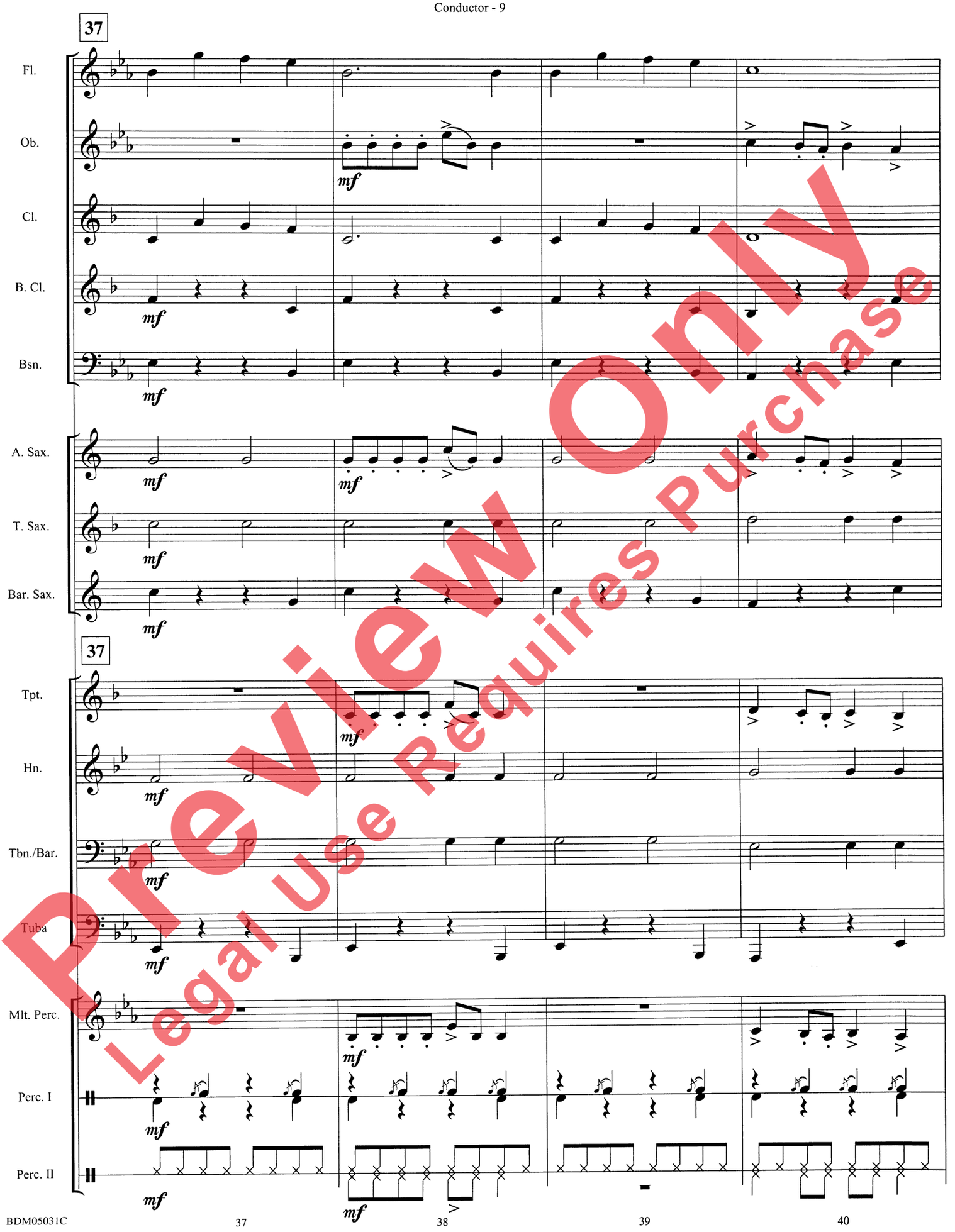

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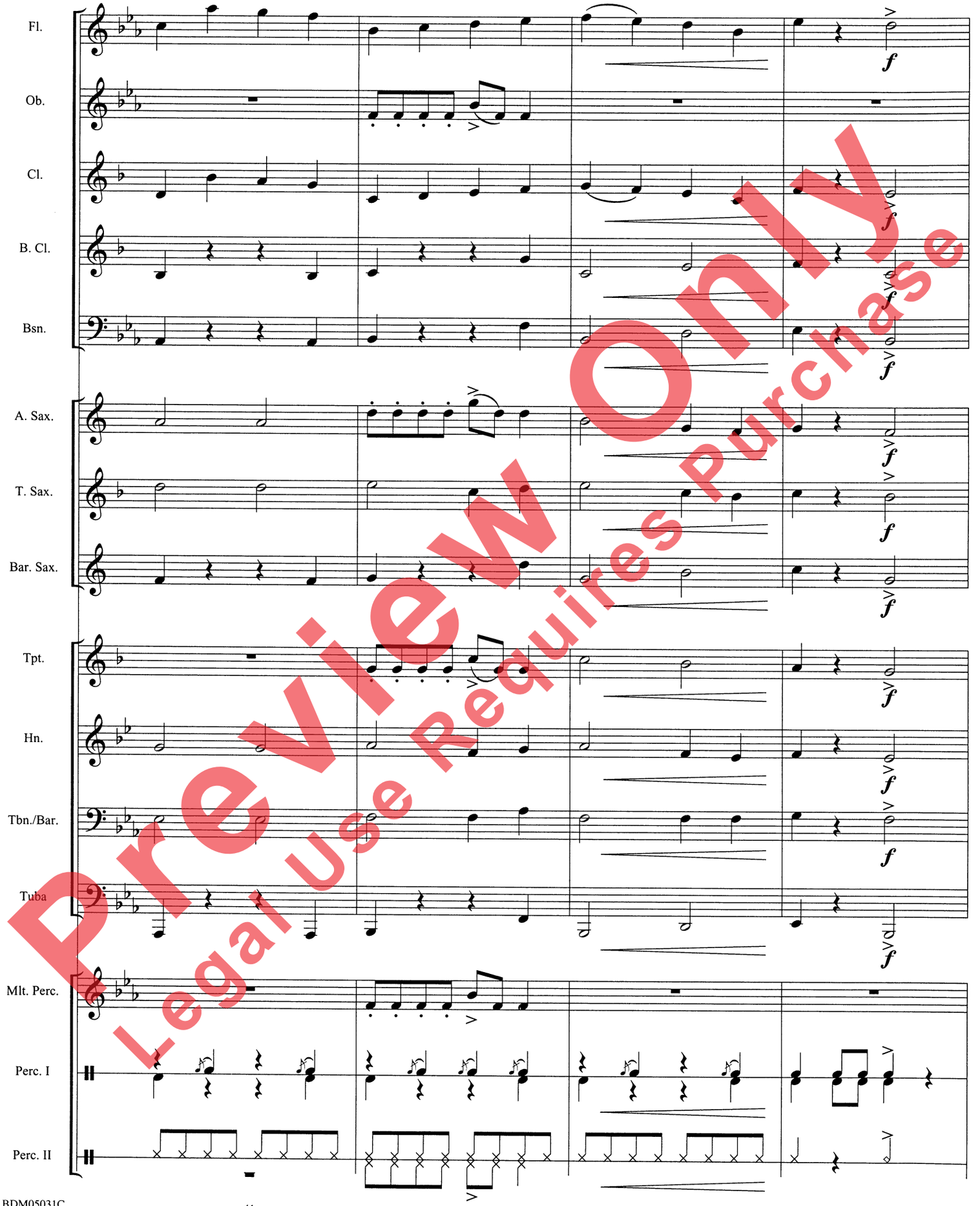

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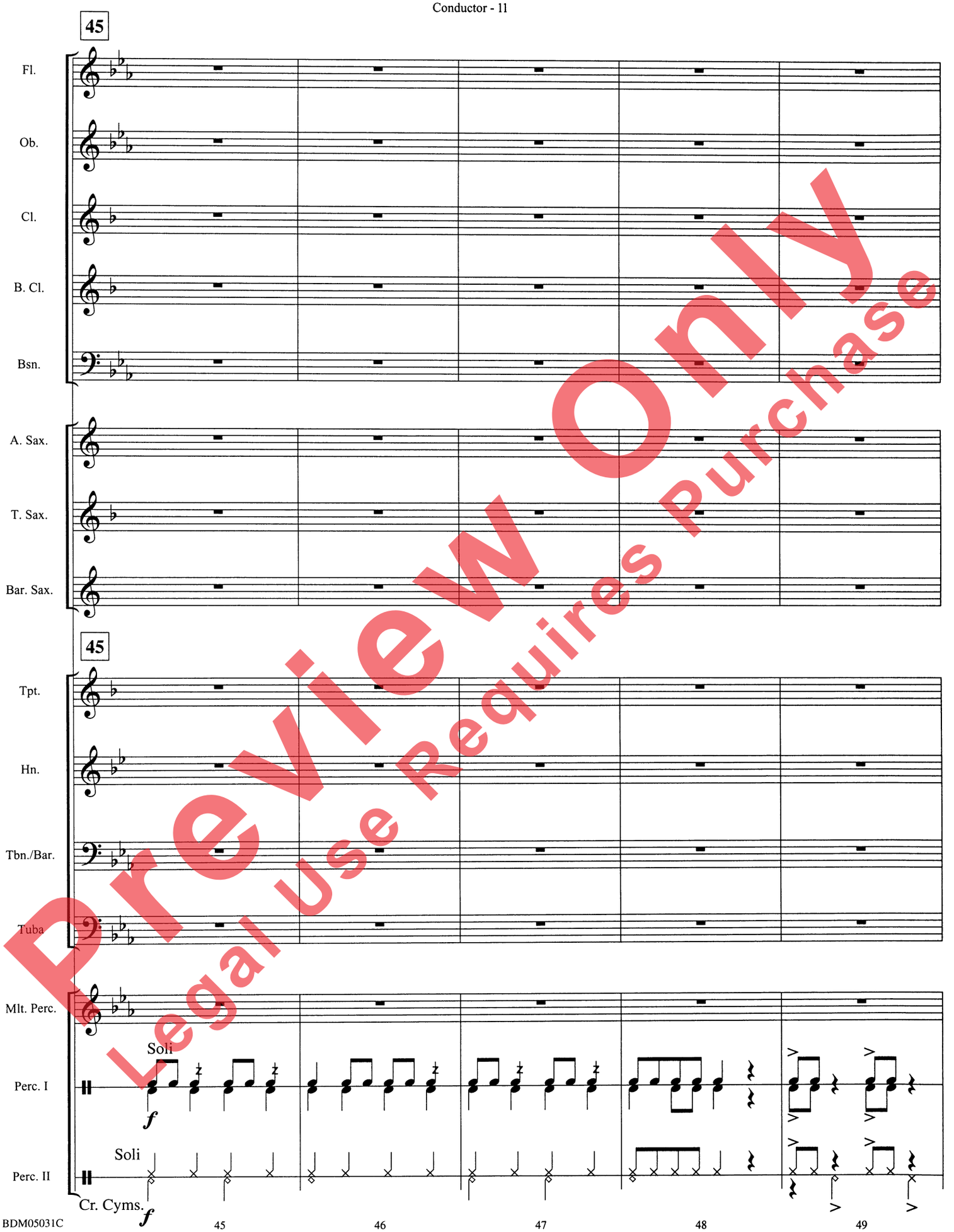

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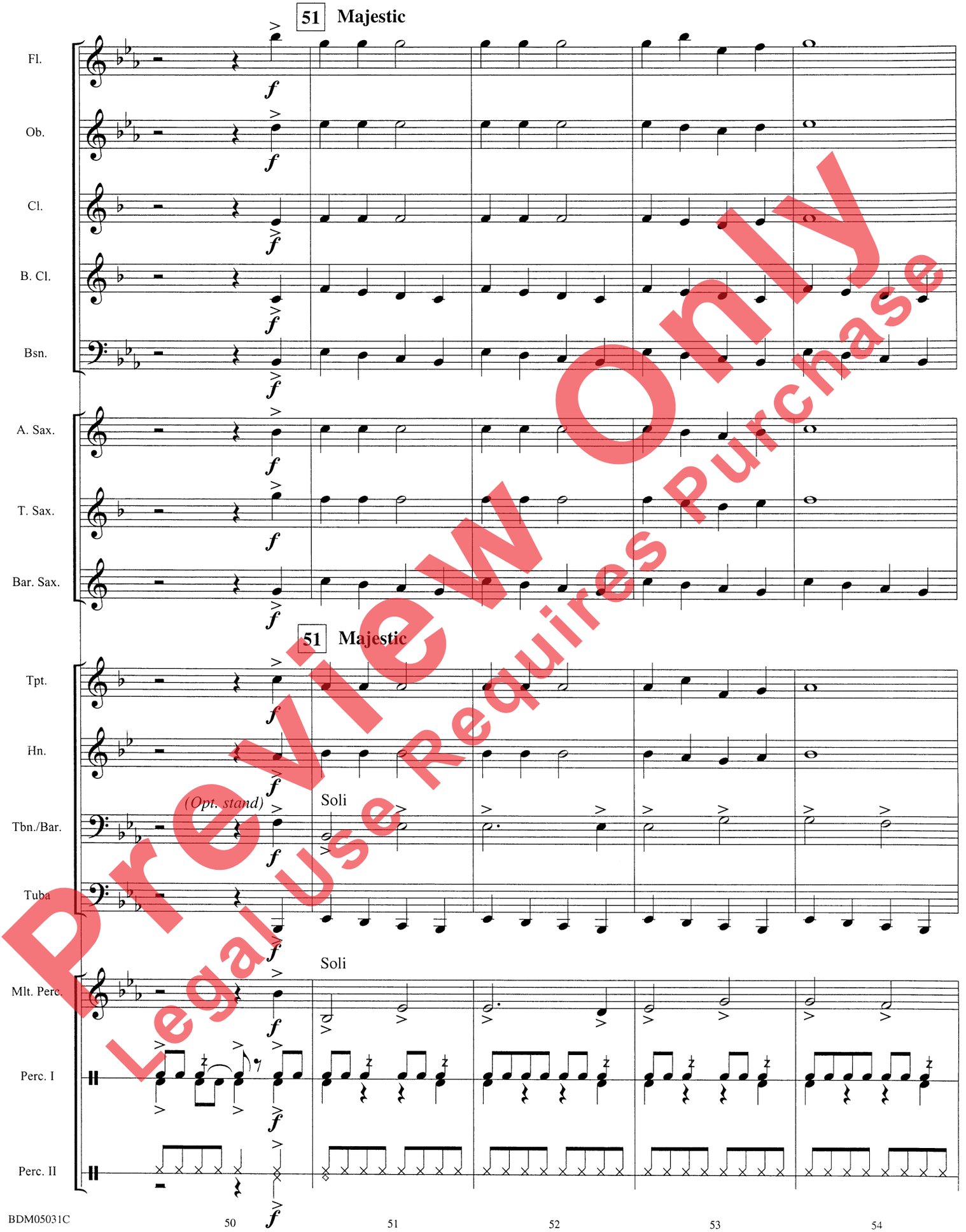

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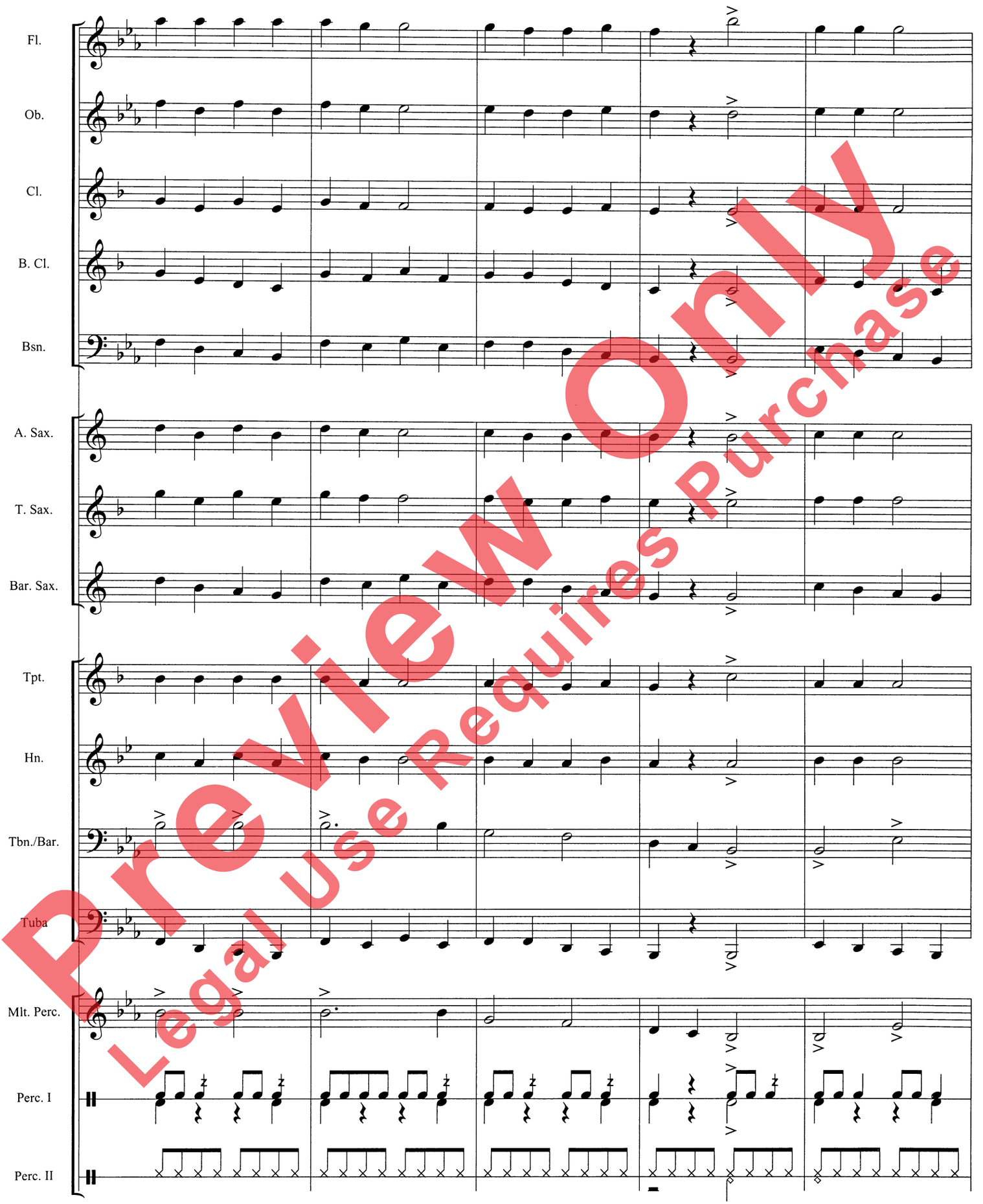

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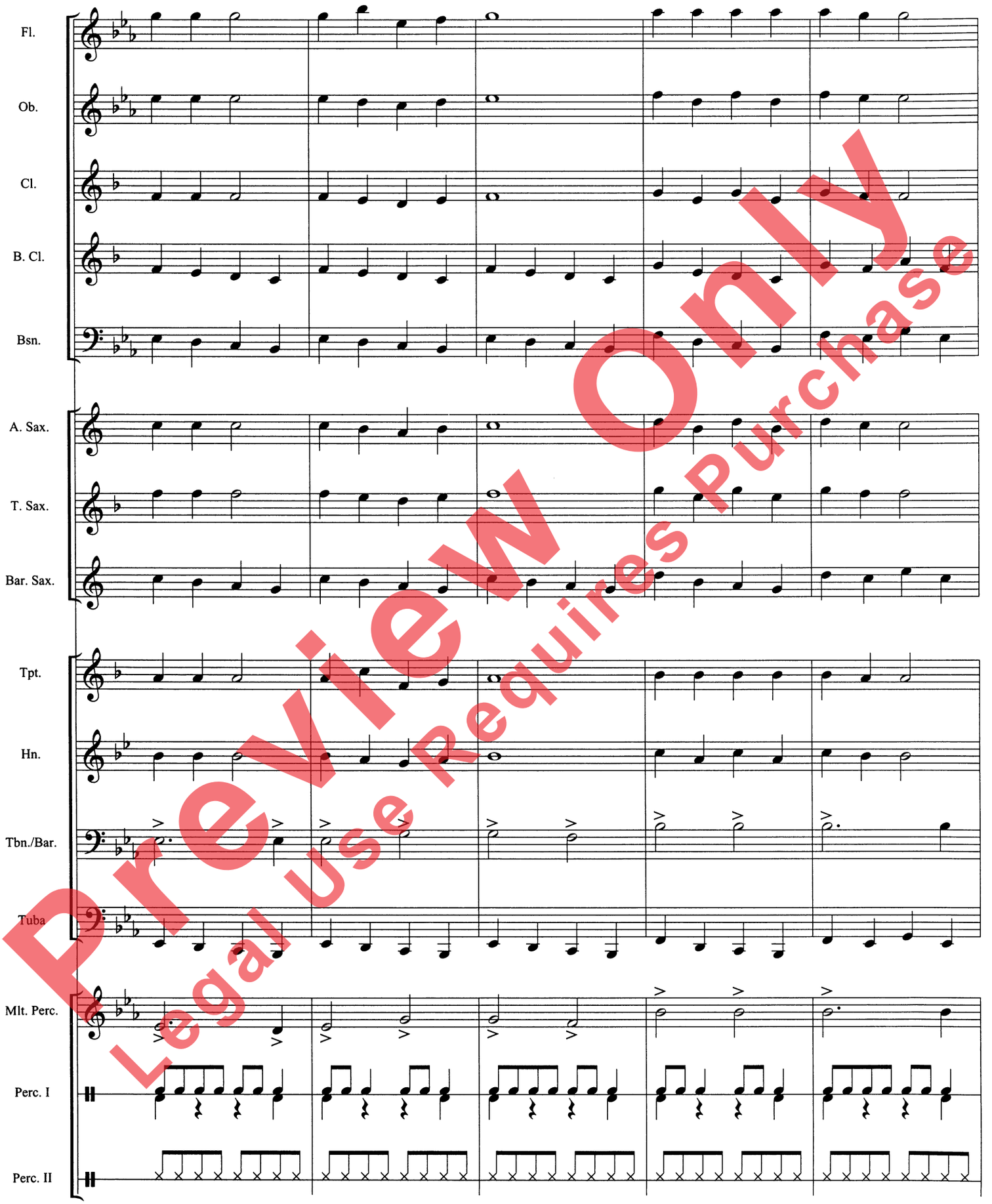

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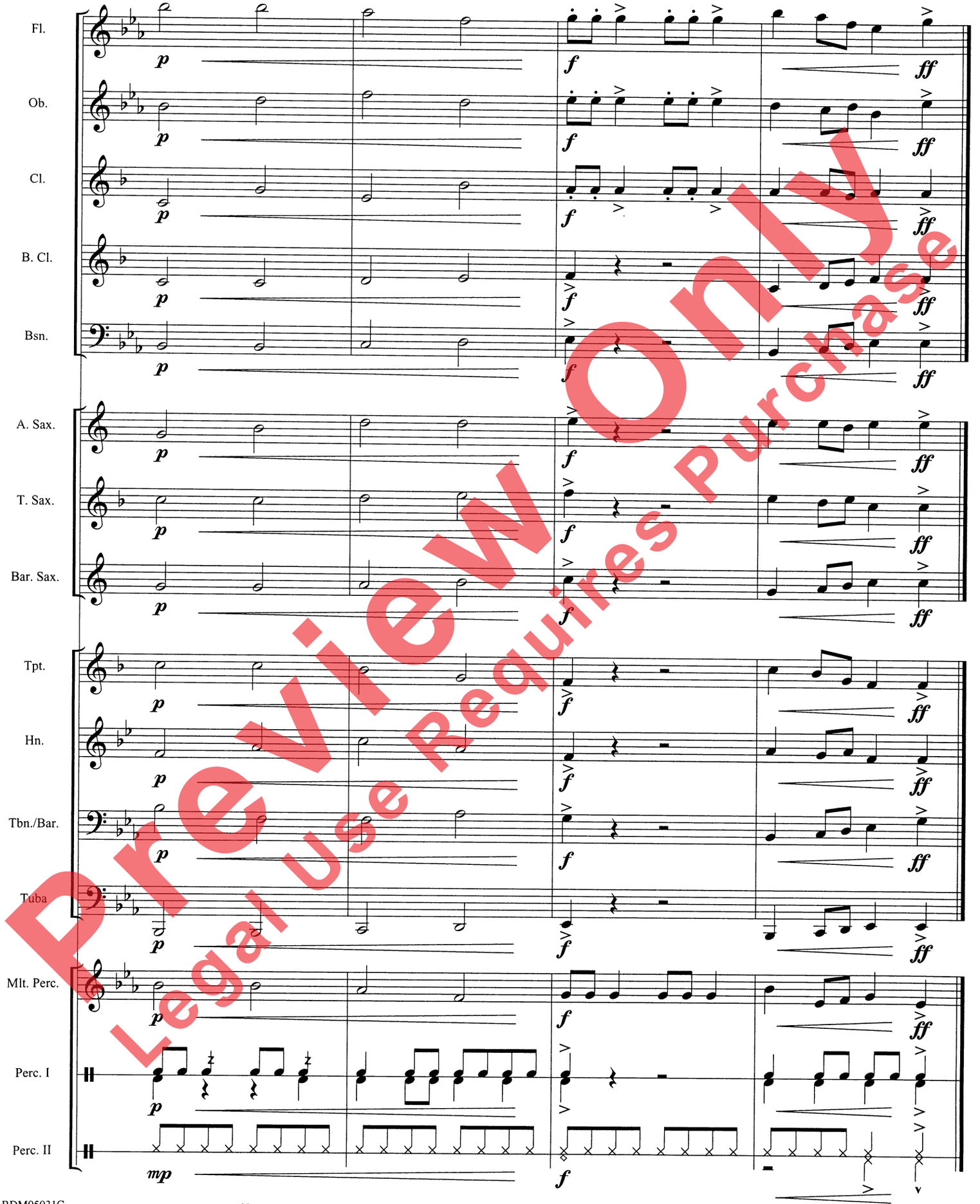

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