

RON ARNON

Woodlands Celebration

Correlated with TRADITION OF EXCELLENCF™ Book 1, Page 30



About the Composer



Born and raised in a suburb of New York City, **Ron Arnon** began studying piano with his parents at the age of six. He concurrently started taking cello lessons at age nine. A few years later he entered the Juilliard School pre-college division, where he continued instruction in cello along with formal studies in theory, ear training, chamber music, orchestral performance, and music composition.

Mr. Arnon presently works as an operations supervisor for the Ken County Department of Aeronautics at the Gerald R. Ford International Airport in Grand Rapids, Michigan. He devotes much of his free time to writing and arranging music for various ensembles and instrumental combinations in the classical and jazz styles. He holds a bachelor's degree from Brandeis University and a master's degree in public administration from New York University.

About the Composition

Woodlands Celebration is a joyful march that can be included in virtually any concert program. At the start of the middle section (measures 17–20), the conductor of a smaller ensemble may instruct clarinets, saxes, 2nd trumpets and horns to play *forte* so as to create a smooth and even transition to the subdued melody. The harmonic uncertainty of measures 32–34 are enhanced by the reduced dynamic level (echo effect) at measures 37–39. Percussion should be especially soft at measures 40–41 so as to elicit the maximum "surprise" of the *subito forte* at measure 42 that announces the recapitulation.

Correlation with TRADITION OF EXCELLENCE™

Woodlands Celebration correlates with Tradition of Excellence Book 1, page 30.

In measures 63–65, the flutes have an optional trill. A *trill* is a rapid alteration between the printed pitch and the note a step higher. It can either be a whole step or a half step depending on the key signature. The trill in *Woodlands Celebration* alternates between B_{\flat} and C, a whole step.

Teaching objective:

Reinforce Theory & Composition concepts learned on pages 9 and 12 of Tradition of Excellence, Book 1, by asking students to complete the following activity.

• In the first 16 bars, please label the Introduction and the Theme. Where does the Theme reappear? (Measure 44.) What terms could you use to describe the music in between the Theme and its reappearance (measures 17–43)?

Guide students in a discussion of the music in this advanced activity:

- How many measures are in the Introduction? (There are 5 measures in the Introduction.)
- The Theme is made up two phrases. How many measures are in each phrase? (There are 5 measures in the first phrase, and 6 measures in the second phrase.)
- How do the number of measures in the Introduction and in each phrase of the Theme of *Woodlands Celebration* compare to other compositions in $\frac{4}{4}$ or \mathbf{C} time you are rehearsing?
- Do the number of measures in a phrase make the music "feel" a certain way to you as a performer or as a listener? What words would you use to describe that feeling? ("Lopsided" and "uneven" are two possible reponses. There doesn't have to be a "correct" reponse, as the purpose of this activity is to engage students in analyzing and discussing all of the music that they're learning.)
- How do the number of measures in a phrase affect how you perform the music on your instrument? ("Concentrate more," "take a bigger breath," etc.)

Instrumentation List

8 – Flute $2 - B \triangleright$ Tenor Saxophone 1 - Electric Bass 2 - Oboe 2 - Bells 2 - Bells

6 – 1st Bb Clarinet 4 – 1st Bb Trumpets 3 – Triangle, Crash Cymbals 6 – 2nd Bb Clarinet 4 – 2nd Bb Trumpet 3 – Snare Drum, Bass Drum

2 – Eb Alto Clarinet 6 – F Horn 2 – Advanced Snare Drum, Bass Drum* 2 – Bb Bass Clarinet 6 – Trombone 2 – Timpani *optional* (2 drums)

2 - Bassoon2 - Baritone1 - Rehearsal Piano4 - 1st E♭ Alto Saxophone2 - Baritone TC1 - Full Conductor Score

4 – 2nd E♭ Alto Saxophone 4 – Tuba

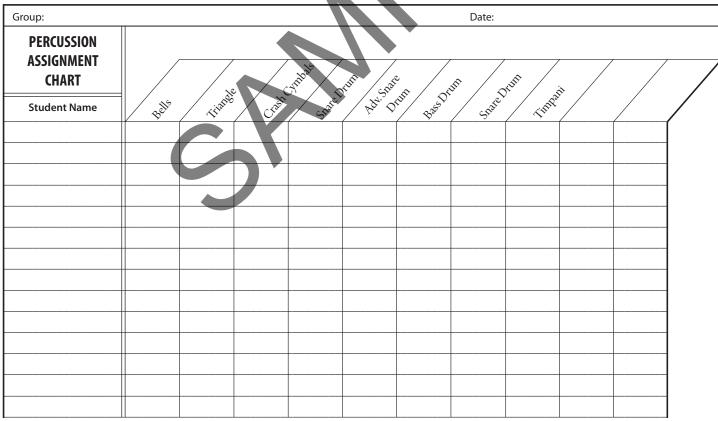
Additional scores and parts are available.

Approximate Performance Time—3:00

To hear a recording of this or any other Kjos publication, please visit www.kjos.com.

Percussion Assignment Chart

It is essential that students receive training on all percussion instruments. To ensure a comprehensive experience for each student and to aid in equitable instrument assignment, use a percussion assignment chart, such as the one appearing below. Provide a copy for each percussionist.



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Dates to Remember:

^{*}An Advanced Snare Drum part is provided for students with a greater achievement level. The Snare Drum and Advanced Snare Drum parts may be played simultaneously so that students of all levels may participate in the performance of this piece. The Bass Drum's music is identical in each part.

Woodlands Celebration

Full Conductor Score Approx. performance time—3:00 Ron Arnon (b. 1971) American Composer (ASCAP)



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