

GARY FAGAN

The Quest

Correlated with TRADITION OF EXCELLENCE™ Book 1, Page 23



About the Composer



Gary Fagan was born and raised in Frederick, Maryland where he remained until graduation from high school. He completed his undergraduate work at Bridgewater College with a degree in Music Education in 1973 and began teaching middle and high school choral music in Louisa County, Virginia. He attended James Madison University in Harrisonburg, Virginia from 1974 through 1977, receiving a Master's degree in music education. In 1975 he became a band instructor in Albermarle County, Virginia where he taught until his retirement in 2009.

In 1989 Mr. Fagan was elected Central Virginia Outstanding Middle School Teacher by the University of Virginia chapter of Phi Delta Kappa. In 1999 he received an Outstanding Educator Award from the Virginia Governor's School for the Visual and Performing Arts. In October of 2001 he received the outstanding educator award from the Piedmont Council of the Arts. He has also been twice listed in "Who's Who Among America's Teachers." He is active in the Music Educators National Conference and the Virginia Band and Orchestra Directors

Association. He is also a member of ASCAP, the Percussive Arts Society, Phi Beta Mu Bandmasters Fraternity, and the National Band Association. He is a percussionist with the Charlottesville Municipal Band and is Assistant Director of that organization. He is active as a band clinician and adjuticator in addition to composing and arranging for band. He is currently serving on the James Madison University Music Education Advisory Council and is supervising several student teachers from James Madison University (JMU). He recently joined the faculty at JMU as an adjunct instructor.

About the Composition

The Quest is a bold and dramatic piece written for beginning band. The ranges are very limited and the winds play nothing faster than quarter notes. After the opening, played only by percussion, the trumpets state the main theme and the piece should be played in a march style from the beginning to measure 20. From measure 21 to measure 28 a slightly more legato style is desirable. The marcato style returns beginning in measure 29 and continues to the end.

Correlation with TRADITION OF EXCELLENCE™

The Quest correlates with TRADITION OF EXCELLENCE Book 1, page 23 (or Book 2, page 2).

New Concepts to introduce:

Advanced Snare Drum **J** (Introduced on page 24 in Book 1, but page 2 in Book 2).

Teaching objective:

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

In the first 12 bars, please label the Introduction and the Theme. The theme reappears in measure 13. What term would you use to label measures 11 and 12?

Instrumentation List

8 - Flute6 - Trombone2 - Oboe2 - Baritone $6 - 1st B \triangleright Clarinet$ 2 - Baritone TC $6 - 2nd B \triangleright Clarinet$ 4 - Tuba $2 - E \triangleright Alto Clarinet$ 1 - Electric Bass

2 - Bb Bass Clarinet 2 - Bells

2 – Bassoon 3 – Crash Cymbals, Triangle 8 – E♭ Alto Saxophone 3 – Snare Drum, Bass Drum

2 – B♭ Tenor Saxophone 3 – Advanced Snare Drum, Bass Drum* 2 – E♭ Baritone Saxophone 2 – Timpani, optional (2 drums)

4 – 1st B♭ Trumpet 1 – Rehearsal Piano 4 – 2nd B♭ Trumpet 1 – Full Conductor Score

6 – F Horn

Additional scores and parts are available.

Approximate Performance Time—2:15

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.

Group:						Date:						
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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.

The Quest

























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