

Ele(mental)

Part of "The unBroken Project"

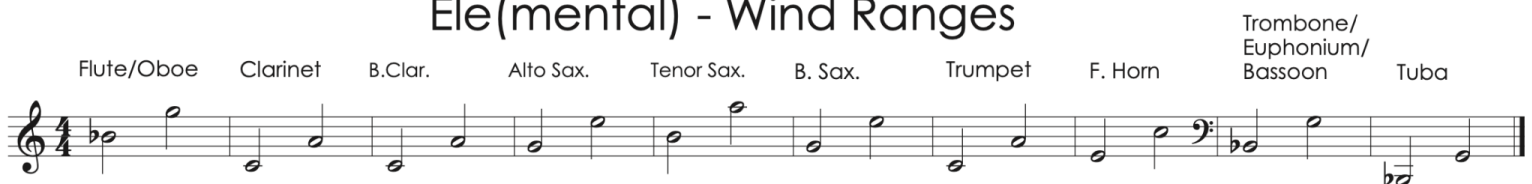
For Concert Band, Grade .5/Grade 1
by Randall D. Standridge (ASCAP)

Instrumentation

- | | |
|---------------------------------|-------------------------------|
| 1 - Full Score | 8 - Bb Trumpet |
| 10 - Flute/Oboe | 6 - F Horn |
| 5 - Bb Clarinet | 8 - Tromb./Euph. B.C./Bassoon |
| 5 - Bb Clarinet (F Horn Double) | 2 - Euphonium T.C. |
| 2 - Bb Bass Clarinet | 4 - Tuba |
| 8 - Eb Alto Saxophone | |
| 2 - Bb Tenor Saxophone | |
| 2 - Eb Baritone Saxophone | |
- 3 - Mallets (Bells, Xylophone, Vibraphone, Marimba)
2 - Timpani
3 - Percussion 1&2: Snare Drum/Two Toms/Triangle/Bass Drum
2 - Percussion 3: Crash Cymbals/Ride Cymbal/Suspended Cymbal
2 - Percussion 4: Wind Chimes/Sleigh Bells/Tam-Tam/Anvil/China Cymbal/Rainstick/Ride Cymbal/Whipcrack

Additional Materials for Classroom development may be found at
www.randallstandridge.com (see product page for this work)

Ele(mental) - Wind Ranges



*There are optional parts that include extended range

Full Set - \$60.00

Extra Conductor Score - \$12.00

Extra Part - \$4.00



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Ele(mental)

By Randall D. Standridge, Grade .5/Grade 1

About *Ele(mental)*

I think the average person likes to think of themselves as happy. However, thinking of oneself only in this regard completely ignores the many aspects that make each of us the unique, individual, beautiful creations that we are.

Sometimes we are joyful.

Sometimes we are fearful.

Sometimes we are peaceful.

Sometimes we are angry.

While I wouldn't go so far as to say we should prize all of these emotions, I do believe it is essential for us to acknowledge them, recognize them, and learn to process them in a healthy manner. I live with depression and anxiety, and learning to recognize my own emotional chemistry has greatly assisted me in leading a happier and more productive life.

In this work, I have associated 4 distinct emotional states with the four classic elements (Air, Earth, Water, and Fire). In addition to illustrating the emotions and elements, these works introduce themes and motives that become prevalent in and tie directly to the other pieces in "The unBroken Project."

So, I hope you will take this opportunity to take a deep look inward. Don't be afraid of your emotions, whether you are joyful, fearful, peaceful, or angry.

Emotions do not make you weak.

They make you **human**.

And, more importantly...

They make you **"YOU."**

Peace, Love, and Music - Randall Standridge

About the movements:

Air (Joy): This movement starts with the sound of wind rushing through the instruments before giving way to an energetic fanfare. Fragments of Beethoven's *Ode to Joy* are used to create a sense of happiness and positivity. *Related works:* *Choose Joy*

Earth (Fear/Anxiety): There is the potential for fear within all of us. Anxiety can bubble just beneath the surface, like an earthquake or a lava flow. As the pressure rises, it can release as a destructive force. This work uses the "anxiety" motive from the unBroken project to create strident melodies combined with trills and bombastic percussion. An aleatoric section near the end signifies an eruption of all of these emotions. *Related works:* *Fragile, (not) Alone, Scream, unBroken*

Water (Peace/Stillness): In our current society with non-stop social media and activity, it is important to find moments of stillness. Breathe. Just breathe. Close your eyes. Imagine the surface of a lake, as still and as smooth as glass. Imagine the gentle thunder of rain in the distance. This movement depicts a body of water and a gentle rain and seeks to impart a sense of peace and tranquility to the player and listener. *Related works:* *Stillness (forthcoming)*

Fire (Anger/Aggression): We all experience moments of aggression in our lives; it is important to learn to channel that energy into other channels. This movement starts with the sound of dissonant notes spreading like fire before turning into a punk rock-infused groove. The ensemble is encouraged to scream and thrash, putting all of their negative thoughts into positive action. *Related works:* *Scream, (not) Alone*

Educational goals of the work:

-8th Note counting and independence.

-Aleatoric Sections

-Repeats, First and Second ending repeats, 2nd time only elements

-Articulations: Staccato, Tenuto, Accents, Trills

-Divisi

-This work uses the range of the first 6 notes that are typically taught to developing band students but adds in the Concert B Natural and Concert F#/Gb, which will provide discussion for enharmonics. I have made it repetitive enough that teaching and retention would be easy and effective.

For additional materials, visit the product page for the piece. Please visit our website! randallstandridge.com

Rehearsal Notes:

-This work may serve as Grade .5 or Grade 1. Each movement falls within Grade .5, but the overall work may be more demanding due to length and style changes.

-The clarinets may be assigned the regular part OR the optional French Horn double (or you may split your section as needed).

-When the wind players are asked to hiss, it needs to be audible, loud, and energetic.

-The air sound at the beginning of movement 1 should be audible to the audience. You may accomplish this by blowing air through the instrument or simply making an air-hissing sound on your own.

-The aleatoric section in movement 2 (m.57) should be held for approximately 10 seconds. The players should be encouraged to start less active and get more active over time to create a sense of growth and anxiety as the moment crescendos.

-Movement 3 will require smooth, connected sounds, which must be achieved by long breath and control. I encourage ensembles to work on long tones daily, increasing the time they hold them for a little each day.

-The screams in Movement 4 need to sound angry and scary, not "funny." While there may be some giggles at first, the students must understand the work's emotional intent and perform accordingly.

The unBroken Project began with the composition of my work, *unBroken*. The work was my first to deal with mental health struggles and inspired by its reception, I have created a series of works for performers, conductors, and audiences to use as conversational starting points for these issues. As of this writing, there are 9 works in the series, with at least one more (*Stillness*) yet to be written

***unBroken* (Grade 5)**

***(not) Alone* (Grade 2.5)**

***Me (reAffirmation)* (Grade 1.5)**

***Fragile* (Grade 1.5-2)**

***Ele(menta)* (Grade .5-1)**

***Choose Joy* (Grade 3)**

***Stay* (Grade 2)**

***Blue Sky Horizon* (Grade 2)**

***Scream* (Grade 1.5)**

Note that *unBroken* (the grade 5 work) is available as a free rental for university, professional, community, and military ensembles. Please message me for details.



About the Composer

Randall Standridge (b.1976) received his Bachelor's of Music Education from Arkansas State University. During this time, he studied composition with Dr. Tom O'Connor, before returning to Arkansas State University to earn his Master's in Music Composition, studying with Dr. Tom O'Connor and Dr. Tim Crist. In 2001, he began his tenure as Director of Bands at Harrisburg High School in Harrisburg, Arkansas. He left this post in 2013 to pursue a career as a full-time composer and marching arts designer.

Mr. Standridge's music is performed internationally. He has had numerous works selected for the J.W. Pepper's editor's choice. His compositions *Snake Charmer*, *Gently Blows the Summer Wind*, and *Angelic Celebrations* have been included in the "Teaching Music Through Performance in Band" series. He has had numerous works performed at the prestigious Midwest Clinic in Chicago, Illinois. The Arkansas State University Wind Ensemble premiered his work *Art(isms)* at the 2010 CBDNA conference in Las Cruces, New Mexico, and his work *Stonewall: 1969* was premiered at the National LGBA conference in 2019. His *Symphony no.1: A Ghost Story* was premiered in 2023. In addition, Mr. Standridge's "unBroken Project," a musical initiative about mental health, has received widespread acclaim for its musical content and for providing opportunities to normalize discussions about mental health for music students and audiences.

In addition to his career as a composer, Mr. Standridge is the owner and editor of Randall Standridge Music, LLC and Grand Mesa Marching. He is in demand as an arranger/designer for the marching arts. He lives in Jonesboro, Arkansas, with his husband, Steven, and their very, very spoiled pets.

“As musicians and artists, we are tasked with bringing our emotions into work. In order to do this, we can’t be afraid of them. Beautiful or ugly, exciting or scary, we have to know ourselves fully in order to put ourselves into our art.”

-Randall Standridge

Ele(mental)

Score

Grade .5

Duration: 1:45

Randall D. Standridge
(ASCAP)

Movement 1: Air (Joy)

Joyful! ♩ = 144

Hiss to make wind sounds

5

Flute
Oboe

B $\flat$ Clarinet

B $\flat$ Clarinet
(F Horn Double)

E $\flat$ Alto
Saxophone

B $\flat$ Tenor
Saxophone

B $\flat$ Trumpet

Horn in F

Trombone
Euphonium
Bassoon
Low Reeds

Tuba

Mallets
Bells & Vibes (hard mallets)

Timpani
Tune: F, B $\flat$, C, E (med. hard mallets)

Percussion 1&2
P1: Snare Drum/Triangle/
Hi-Low Toms
P2: Bass Drum

Percussion 3
Crash Cymbals/
Ride Cymbal/
Suspended Cymbal

Percussion 4
Wind Chimes/
Sleigh Bells/Tam-Tam/
Anvil/China Cymbal/
Rainstick/Ride Cymbal/
Whipcrack

mf

mp

f

fp

Div.

B.D.

Crash Cymbals

Wind Chimes

1 2 3 4 5 6

Fl. Ob.

Cl.

Cl. (F. H. Dbl.)

A. Sx.

T. Sx.

Tpt.

Hn.

Trb.

Euph.

Bssn. L.R.

Tuba

Mal.

Timp.

Perc. 1/2

Perc. 3

Perc. 4

7 8 9 10 11 12

15

Fl. Ob
mf

Cl.
mf

Cl. (F. H. Dbl.)
mp

A. Sx.
mf

T. Sx.
mp

Tpt.
mf Play 2X Only

Hn.
mp

Trb. Euph. Bssn. L.R.
mf

Tuba
mf

Mal.
mf

Timp.
mf Play 2X Only

Perc.1/2
mf Snare play 2nd Time only

Perc.3

Perc. 4
 Sleigh Bells
mf

1.

Fl. Ob.

Cl.

Cl. (F. H. Dbl.)

A. Sx.

T. Sx.

Tpt.

Hn.

Trb.

Euph.

Bssn.

L.R.

Tuba

Mal.

Timp.

Perc.1/2

Perc.3

Perc. 4

Play 1st Time

mf

Snare play first time

mf

Suspended Cymbal (yarn mallets)

p

mf

Wind Chimes

mf

17 18 19 20 21 22

27

Fl. Ob

Cl.

Cl.
(F. H. Dbl.)

A. Sx.

T. Sx.

Tpt.

Hn.

Trb.

Euph.

Bssn.

L.R.

Tuba

Mal.

Timp.

Perc.1/2

Perc.3

Perc. 4

Div.

Div.

Sleigh Bells

f *fp* *f* *fp* *f* *fp* *f* *fp* *f*

28 29 30 31 32 33

Anxious ♩=128

Anxious ♩=128

Fl. Ob.

Cl.

Cl. (F. H. Dbl.)

A. Sx.

T. Sx.

Tpt.

Hn.

Trb.

Euph.

Bsn.

L.R.

Tuba

Mal.

Timp.

Perc.1/2

Perc.3

Perc.4

Tune: G, C, E_♭ (hard mallets)

S.D.

B.D.

Crash Cymbals

Tam-Tam

f

fp

p

f

Div.

Div.

Bells/Xylo/Vibes/Mar. (hard mallets)

34 35 36 37 38 39

Fl. Ob

Cl.

Cl. (F. H. Dbl.)

A. Sx.

T. Sx.

Tpt.

Hn.

Trb. Euph. Bssn. L.R.

Tuba

Mal.

Timp.

Perc.1/2

Perc.3

Perc. 4

Div.

ff

fp *f*

ff

fp *f*

ff

fp *f*

ff

fp *f*

ff

fp *f*

ff

fp *f*

mf

mf

ff

fp *f*

ff

ff

Anvil (hard mallets or sticks)

ff

fp *f*

40 41 42 43 44 45

46

Div.
Play 2X Only

Play both times

Fl.
Ob.

mf

fp ————— *f*

Play both times
Div.

Cl.

mf

fp ————— *f*

Cl.
(F. H. Dbl.)

mf

Play both times
Div.

A. Sx.

mf

fp ————— *f*

T. Sx.

mf

Div.
Play 2X Only

Tpt.

mf

fp ————— *f*

Hn.

mf

Trb.

Euph.

Bssn.

L.R.

Tuba

mf

Mal.

mf

Div.

fp ————— *f*

Timp.

fp ————— *f*

Perc.1/2

mf

fp ————— *f*

Perc.3

mf

Perc. 4

mf

China Cymbal (stick)

fp ————— *f*

50

Fl.
Ob.

Cl.

Cl.
(F. H. Dbl.)

A. Sx.

T. Sx.

f

ff

Tpt.

Hn.

Trb.
Euph.
Bsn.
L.R.

f

ff

Tuba

f

ff

Mal.

Timp.

Perc. 1/2

(crash)

ff

Perc. 3

f

ff

Perc. 4

Movement 3: Water (Peace & Stillness)

Peaceful $\text{♩} = 80$

Fl. Ob. 4

Cl. 4

Cl. (F. H. Dbl.) 4

A. Sx. 4

T. Sx. 4

Tpt. 4

Hn. 4

Trb. 4

Euph. 4

Bssn. 4

L.R. 4

Tuba 4

Bells & Vibes (hard mallets)
Play 2X Only

Mal. mp

Timp. pp

Perc.1/2 p

Perc.3 mp

Perc.4 p

Rainstick p

61 62 63 64 65 66

1.

Fl. Ob.

Cl.

Cl. (F. H. Dbl.)

A. Sx.

T. Sx.

Tpt.

Hn.

Trb.

Euph.

Bssn.

L.R.

Tuba

Mal.

Timp.

Perc.1/2

Perc.3

Perc.4

p

mf

pp

Play 2X Only

Play 1st Time

(let ring)

mp

pp

mf

p

p <

p

67 68 69 70 71 72

78

85

FURIOUS! ♩=144

89

94

Fl. Ob.

Cl.

Cl. (F. H. Dbl.)

A. Sx.

T. Sx.

Tpt.

Hn.

Trb. Euph. Bssn. L.R.

Tuba

Mal.

Timp.

Perc.1/2

Perc.3

Perc. 4

Anvil (hard mallets or sticks)

f *ff* *f* *ff* *ff*

100

Fl. Ob. *f* *fp* *ff*

Cl. *f* *fp* *ff*

Cl. (F. H. Dbl.) *f* *fp* *ff*

A. Sx. *f* *fp* *ff*

T. Sx. *f* *fp* *ff*

Tpt. Div. *f* *fp* *ff*

Hn. *f* *fp* *ff*

Trb. Div. *f* *fp* *ff*

Euph. *f* *fp* *ff*

Bssn. *f* *fp* *ff*

L.R. *f* *fp* *ff*

Tuba *f* *fp* *ff*

Mal. *f* *fp* *ff*

Timp. *f* *fp* *ff*

Perc.1/2 *f* *fp* *ff* (ch)

Perc.3 *f* *fp* *ff*

Perc.4 *f* *fp* *ff*

100 101 102 103

104

(F# & G# are enharmonic)

Div.

Fl.
Ob.

fp cresc. *ff*

Cl.

fp cresc. Div. *ff*

Cl.
(F. H. Dbl.)

mp cresc. Div. *ff*

A. Sx.

fp cresc. *ff*

T. Sx.

mp cresc. *ff*

Tpt.

Div.
(G# & A# are enharmonic)

fp cresc. *ff*

Hn.

mp cresc. *ff*

Trb.
Euph.
Bsn.
L.R.

fp cresc. *ff*

Tuba

fp cresc. *ff*

Mal.

fp cresc. *ff*

Timp.

fp *mf* *ff*

Perc.1/2

fp (ch) cresc. *ff*

Perc.3

ff

Perc.4

Whipcrack *sfz*

108

Fl. Ob. RAAAAAH! *f* *fp* *ff* RAAAAAH!

Cl. RAAAAAH! *f* *fp* *ff* RAAAAAH!

Cl. (F. H. Dbl.) RAAAAAH! *f* *fp* *ff* RAAAAAH!

A. Sx. RAAAAAH! *f* *fp* *ff* RAAAAAH!

T. Sx. RAAAAAH! *f* *fp* *ff* RAAAAAH!

Tpt. Div. RAAAAAH! *f* *fp* *ff* RAAAAAH!

Hn. RAAAAAH! *f* *fp* *ff* RAAAAAH!

Trb. RAAAAAH! *f* *fp* *ff* RAAAAAH!

Euph. Bssn. L.R. RAAAAAH! *f* *fp* *ff* RAAAAAH!

Tuba RAAAAAH! *f* *fp* *ff* RAAAAAH!

Mal. *f* *fp* *ff*

Timp. *f* *fp* *ff*

Perc.1/2 *f* *fp* *ff* (ch)

Perc.3 *ff* *f* *ff*

Perc.4 *ff* *fp* *ff*