

# Danny Boy

arranged by  
Robert E. Foster, Jr.

1 Full Score	5 Trumpet/Cornet 1
10 Flute, Oboe	5 Trumpet/Cornet 2
5 Clarinet 1	3 F Horn
5 Clarinet 2	9 Trombone, Baritone, Bassoon
1 Bass Clarinet	2 Baritone T.C.
2 Alto Saxophone 1	4 Tuba
2 Alto Saxophone 2	1 Timpani
2 Tenor Saxophone	1 Bells
1 Baritone Saxophone	1 Sus. Cymbal

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## **Program Notes**

The ballad *Danny Boy* is one of the best known and most popular Irish folk songs, sometimes called the national ballad of Ireland. This charming setting for young bands reflects all the beauty and heritage of the beautiful, beloved song.

## **About the Composer**

Robert E. Foster, Jr. was born in Gainesville, Florida in 1966. He received his Music Education degree from the University of Kansas while playing varsity football for the Jayhawk football team. He signed a free agent contract with the N.F.L.'s Atlanta Falcons in 1988. Following his football career, he went on to complete his MS degree in Music Education from the University of Illinois. He has also completed additional graduate work at the University of North Texas and the University of Kansas.

Mr. Foster has been a band director and has taught at the University of Maryland, Texas Christian University, Haskell Indian Nations University, and Tennessee Tech University. Additionally, he has taught for many years in the Eudora and DeSoto, Kansas middle schools and high schools. He is a highly successful composer and arranger of band music at all levels, including works for military bands and marching bands.

# Achievement Series Lesson Guide

Every selection in the Wingert-Jones Achievement Series features concise learning objectives that support the *National Standards for Arts Education*.

## DANNY BOY

arr. Robert E. Foster, Jr.

**NATIONAL STANDARDS** addressed through this publication:

- #2. Performing on instruments, alone and with others, a varied repertoire of music.
- #5. Reading and notating music.
- #7. Evaluating music and music performance.

### LEARNING OBJECTIVES

**ENSEMBLE PLAYING:** This piece presents an opportunity for the ensemble to develop a better concept of ensemble playing. Because it is not technically difficult, the work provides opportunities for musical growth through developing listening skills both personally and as a member of a section or full ensemble. Each player will develop a greater awareness of tone quality, intonation, and balance.

**STYLE:** This is an excellent opportunity to work on legato style. For a good legato, try not to use the syllable TU when playing the notes. For smoother, connected notes, use the syllable DU instead of TU.

**PHRASING:** Define and shape the musical phrases. These are usually groups of 4 or 8 measures, which go together like words go together to make sentences.

**MUSIC THEORY:** Key: Concert E-Flat. Learn the following scale and arpeggio which is printed at the top of each player's part.

Concert Eb Major Scale and Arpeggio

Key of Eb



**TIME SIGNATURE:** C - (common time), or  $\frac{4}{4}$ . There are four beats to a measure, and a quarter note receives one beat.

### TEMPO MARKINGS

**Moderato** – at a moderate pace

**Rallentando** (*rall.*) – gradually slowing


### DYNAMIC MARKINGS

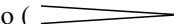
piano (*p*) – soft

mezzo piano (*mp*) – moderately soft


mezzo forte (*mf*) – moderately loud

forte (*f*) – loud

crescendo (  ) – gradually getting louder

diminuendo, or decrescendo (  ) – gradually getting softer

### OTHER MUSICAL TERMS

fermata (  ) – sustain the note as long as the conductor indicates

*molto* – very or much

*poco a poco* – little by little

# DANNY BOY

**Arr. Robert Foster, Jr.**

**Moderato** (♩ = ca. 108)

Flute  
Oboe

Clarinet 1  
2

Alto Sax 1  
2

Tenor Sax

**Moderato** (♩ = ca. 108)

Trumpets 1  
2

F Horn

Trombone  
Baritone  
Bassoon

Tuba

Timpani

Glockenspiel  
(Bells)

Suspended  
Cymbal

2 3 4 5 6 7

9 13 17

Fl. Ob.

Cls. 1/2

A. Saxes 1/2

T. Sax

9 13 17

Tpts. 1/2

F. Hn.

Tbn. Bar. Bsn.

Tuba

Timp.

Glock. (Bells)

Susp. Cym.

*p* *mf* *p* *mp* *p*

9 10 11 12 13 14 15 16 17

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Fl. Ob. *mf* **21** *molto rall.* **25** *a tempo*

Cls. 1 2 *mf* *molto rall.* *f a tempo*

A. Sax. 1 2 *mf* *molto rall.* *f a tempo*

T. Sax *mf* *molto rall.* *f a tempo*

Tpts. 1 2 *mf* *molto rall.* *f a tempo*

F. Hn. *mf* *molto rall.* *f a tempo*

Tbn. Bar. Bsn. *mf* *molto rall.* *f a tempo*

Tuba *mf* *molto rall.* *f a tempo*

Timp. *mf* *molto rall.* *fp* *f a tempo*

Glock. (Bells) *mf* *molto rall.* *f a tempo*

Susp. Cym. *mf* *molto rall.* *f a tempo*

18 19 20 21 22 23 24 25 26

Fl. Ob. *rall. poco a poco* *mp* *rall. poco a poco*

Cls. 1 2 *mp* *rall. poco a poco*

A. Sax. 1 2 *mp* *rall. poco a poco*

T. Sax *mp* *rall. poco a poco*

Tpts. 1 2 *mp* *rall. poco a poco*

F. Hn. *mp* *rall. poco a poco*

Tbn. Bar. Bsn. *mp* *rall. poco a poco* Trb., Bsn. Bar.

Tuba *mp* *rall. poco a poco*

Timp. *mp* *rall. poco a poco*

Glock. (Bells) *rall. poco a poco* *p*

Susp. Cym. *rall. poco a poco* *p*

27 28 29 30 31 32 33 34 35