

African Dances

Robert E. Foster, Jr.

1 Full Score	4 Bb Trumpet 1
10 Flute/Oboe	4 Bb Trumpet 2
1 Bassoon	3 F Horn
4 Bb Clarinet 1	8 Trombone/Baritone B.C.
4 Bb Clarinet 2	2 Baritone T.C.
1 Bb Bass Clarinet	4 Tuba
2 Eb Alto Saxophone 1	1 Timpani
2 Eb Alto Saxophone 2	3 Percussion 1: Snare Drum, Bass Drum
2 Bb Tenor Saxophone	4 Percussion 2: Crash Cymbals, Triangle, Casaba (or Egg Shaker)
1 Eb Baritone Saxophone	1 Percussion 3: 2 Congas
	2 Bells

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Program Notes

African Dances by Robert Foster, Jr. is an exciting new work for young band that will be a welcome contrast at any concert. This song explores a variety of rhythms with numerous percussion parts to let all the kids “groove.” With modest ranges (five to six notes), safe doublings, and lower parts provided for the clarinet, sax, and trumpet, this is a concert feature that young musicians and audiences will enjoy.

Use this selection to feature the percussion section.

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**.

AFRICAN DANCES

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.
- #6 Listening to and analyzing and describing music.
- #9 Understanding the music in relation to history and culture.

LEARNING OBJECTIVES

This selection provides an excellent opportunity for everyone to have fun, while working on dynamic contrast, and style. Make a clear distinction between the different dynamic markings which are explained below.

A musical rule: accented notes are separated notes.

For good style, notes which are not accented should be lighter than those which are accented. Eighth notes should be lighter than quarter notes. Half notes are heavier than quarter notes, etc.

MUSIC THEORY

KEY: Concert B $\flat$. Review the scale and arpeggio, which is printed at the top of each player's part.

Concert B $\flat$ Major
Scale and Arpeggio

Key of B $\flat$



TIME SIGNATURE

$\frac{4}{4}$ - The upper number indicates that there are 4 beats to a measure. The lower number indicates that a quarter note receives one beat.

DYNAMIC MARKINGS

p (piano) - soft *mf* (mezzo forte) – moderately loud
mp (mezzo piano) – moderately soft *f* (forte) – loud

crescendo ($\text{—} \text{—} \text{—} \text{—}$) – gradually get louder

STYLE INDICATORS

accent (>) – emphasis on a note or chord. Accented notes are separated

slur – an arched line drawn over a group of notes indicating that they are legato (connected)

(work sheet is on the inside of the score's back cover)

African Dances

Robert E. Foster, Jr.
ASCAP

Lively ♩ = 124

Flute/
Oboe *f*

Bassoon *f*

B♭ Clarinet 1 *f*

B♭ Clarinet 2 *f*

B♭ Bass Clarinet *f*

E♭ Alto Saxophone 1 *f*

E♭ Alto Saxophone 2 *f*

B♭ Tenor Saxophone *f*

E♭ Baritone Saxophone *f*

Lively ♩ = 124

B♭ Trumpet 1 *f*

B♭ Trumpet 2 *f*

F Horn *f*

Trombone/
Baritone *f*

Tuba *f*

F, B♭ *f*

Timpani *f*

Percussion 1
Snare Drum, Bass Drum *f*

Percussion 2
Crash Cymbals *f*

Crash Cymbals, Triangle,
Casaba or Egg Shaker *f*

Percussion 3
2 Congas *f*

Bells *f*

2 3 4 5 6

13

13

African Dances

Fl./Ob. *mf*

Bsn.

Cl. 1

Cl. 2

B. Cl.

A. Sx. 1

A. Sx. 2

T. Sx.

B. Sx.

Tpt. 1

Tpt. 2

Hn.

Tbn./Bar.

Tba.

Timp.

Perc. 1

Perc. 2

Perc. 3

Bells

14 15 16 17 *mf* 18 19 20

3

African Dances

21

Fl./Ob.

Bsn.

Cl. 1

Cl. 2

B. Cl.

A. Sx. 1

A. Sx. 2

T. Sx.

B. Sx.

21

Tpt. 1

mf

Tpt. 2

mf

Hn.

mf

Tbn./Bar.

Tba.

Timp.

Perc. 1

Perc. 2

Perc. 3

Bells

21 22 23 24 25 26 27

Fl./Ob. *mp*

Bsn. *mp*

Cl. 1 *mp*

Cl. 2 *mp*

B. Cl. *mp*

A. Sx. 1 *mp*

A. Sx. 2 *mp*

T. Sx. *mp*

B. Sx. *mp*

29

Tpt. 1 *mp*

Tpt. 2 *mp*

Hn. *mp*

Tbn./Bar. *mp*

Tba. *mp*

Timp. *mp*

Perc. 1 *mp*

Perc. 2 *mp*

Perc. 3 *mp*

Bells *mp*

Tri. to Cr. Cyms.

28 29 30 31 32 33 34

African Dances

37

Fl./Ob. *f*

Bsn. *f*

Cl. 1 *f*

Cl. 2 *f*

B. Cl. *f*

A. Sx. 1 *f*

A. Sx. 2 *f*

T. Sx. *f*

B. Sx. *f*

37 *f*

Tpt. 1 *f*

Tpt. 2 *f*

Hn. *f*

Tbn./Bar. *f*

Tba. *f*

Timp. *f*

Perc. 1 *f*

Cr. Cyms. *f*

Perc. 2 *f*

Perc. 3 *f*

Bells *f*

35 36 37 38 39 40 41

African Dances

45

Fl./Ob. *mf*

Bsn. *mf*

Cl. 1 *mf*

Cl. 2 *mf*

B. Cl. *mf*

A. Sx. 1 *mf*

A. Sx. 2 *mf*

T. Sx. *mf*

B. Sx. *mf*

45

Tpt. 1 *mf*

Tpt. 2 *mf*

Hn. *mf*

Tbn./Bar. *mf*

Tba. *mf*

Timp. *mf*

Perc. 1 *mf*

Perc. 2 *mf* to Tri.

Perc. 3 *mf*

Bells *mf*

42 43 44 45 46 47 48

53

8

African Dances

Fl./Ob.

Bsn.

Cl. 1

Cl. 2

B. Cl.

A. Sx. 1

A. Sx. 2

T. Sx.

B. Sx.

Tpt. 1

Tpt. 2

Hn.

Tbn./Bar.

Tba.

Timp.

Perc. 1

Perc. 2

Perc. 3

Bells

56 57 58 59 60 61 62

p *f* *p* *f* *p* *f* *p* *f*

on the head dampen dampen dampen

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Name _____ Date _____

Instrument _____

African Dances

Hit the right note! (2 points each)

Fill in the #s and b's in the concert scale below. You only have to complete the scale written in the clef for your instrument.

1. B $\flat$ Major Scale



or



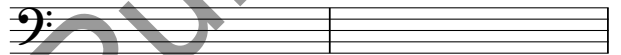
Transpose Scales for YOUR instrument! (2 points each)

Now it's time to write each concert scale as you play it on your instrument. Write the notes, including #s and b's, in the clef for your instrument. *Don't forget to transpose if you need to! Make sure you have the correct starting note!*

2. B $\flat$ Major Scale



or



Musical terms you should know! (1 point each)

Choose a term that best matches the definition.

3. $\frac{4}{4}$ indicates how many beats per measure?
a. 8
b. 4
c. 1
4. An Italian term meaning gradually get louder:
a. crescendo
b. forte
c. mezzo forte
5. This symbol $\rightarrow >$ is called what?
a. a dynamic
b. a rest
c. an accent
6. Mezzo piano (*mp*) is an Italian term meaning ...
a. medium loud
b. medium soft
c. gradually get softer
7. A 4 in the bottom of a time signature indicates that a ____ gets one beat.
a. quarter note
b. half note
c. whole note
8. The following is a term for an arched line drawn over a group of notes indicating that they are legato (connected):
a. time signature
b. key
c. slur

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