

**Grade  
1/2**

Real music using only the first 6 notes!

FULL CONDUCTOR SCORE

Catalog No: 023-4744-01

# Let's Do This!

**Kim Benson**

# Sound Foundations Series

**FOR BEGINNING BANDS!**

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COMPANY

# Sound Foundations Series

## (Grade levels ½ - 1)

The Sound Foundations Series is carefully designed and written to serve the performance needs of the beginning band program. In addition to providing quality performance literature for your concert program, each title in the series provides an appropriate musical setting for the conductor/teacher to reinforce musical concepts and skills that have been addressed in the first year of instruction. Written at two grade levels (1/2 and 1), the Sound Foundations Series provides a variety of musical works that employ the note and rhythm sequence used in most band method books. The Sound Foundations Series is a sound fundamental approach laying the foundation for a sound future.

# Let's Do This!

## Kim Benson

### Instrumentation

Full Conductor Score .....	1
Flute .....	10
Oboe .....	2
B $\flat$ Clarinet .....	12
B $\flat$ Bass Clarinet .....	2
Bassoon .....	2
E $\flat$ Alto Saxophone .....	8
B $\flat$ Tenor Saxophone .....	2
E $\flat$ Baritone Saxophone .....	2
B $\flat$ Trumpet .....	10
F Horn .....	4
Trombone .....	6
Baritone B.C. ....	2
Baritone T.C. ....	2
Tuba .....	4
Bells .....	4
Percussion 1: Snare Drum, Bass Drum .....	3
Percussion 2: Wood Blocks .....	2
Percussion 3: Tambourine, Crash Cymbals .....	2
Piano/Keyboard (optional) .....	1

### About the Composer



**Kim Benson** has been an Iowa Bandmaster since 1988 and has taught in school districts both large and small, encouraging students from beginning band to college level to strive for excellence in all they do. Throughout her career, Kim has worked with respected programs in the areas of Concert, Jazz, and Marching Band. She has had a positive impact on many students and colleagues as a guest conductor, clinician, adjudicator, consultant, and mentor. Kim holds a Bachelor of Music Education Degree from Northern State College in Aberdeen, SD. Her professional affiliations include: Iowa Bandmasters Association, National Association for Music Education, National Band Association, Jazz Educators of Iowa and Percussive Arts Society. She maintains her personal musicianship by performing with a variety of community groups. Today, Kim Benson puts her expertise gained in public education to work for the C.L. Barnhouse Company as Vice President, Editorial, and Production with an emphasis on young band, jazz, and percussion. Mrs. Benson continues to be active as a guest conductor, clinician, consultant, and mentor.

### Program Note

Have you ever had an event or opportunity in your life that you were excited about and yet a bit apprehensive about doing? That is the spirit of **Let's Do This!** In this happy tune, we rise to the challenge of performing our very best.

### Rehearsal Suggestions

**Let's Do This!** provides opportunity to explore several elements of music.

**Contrasts in note length:** The low instruments can demonstrate the difference between half and quarter note values using measures 3-6. Flutes, oboe and clarinets can demonstrate their understanding of the difference between half and quarter notes with phrase endings. (m. 9 vs. m. 13). All wind players have a half-note in m. 22 followed by a half rest. This is a wonderful place to reinforce holding notes for full value and releasing them on the downbeat of the next "event;" in this case, releasing on beat 3 at the start of the half rest.

**Contrasts in dynamics:** Adding a physical element to dynamics markings during rehearsal can be fun and reinforcing. You could choose any physical cue that works best for your students and space. One example would be: **P** = sitting, **mp** = squatting (bottom just above the chair), **mf** = almost standing with knees bent slightly, **f** = standing upright. There should not only be an audible change in volume, but a physical reinforcement. This will be especially effective when rehearsing m. 41 - end. Use this occasionally in rehearsal as a special activity, perhaps as part of a "Friday Fun Day Rehearsal." Use your imagination to come up with other physical cues.

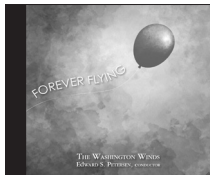
**Contrasts in articulation/style:** The section from m. 27-33 provides an excellent opportunity to teach and reinforce *staccato* playing. The goal is to play lightly, and separate the sound from the neighboring notes without varying the tempo. Use analogies to describe the lightness; i.e., the bounce of a ping-pong ball, the motion of a tap vs. a push, a mouse's movement vs. that of an elephant. What examples can your students contribute? Invite your percussionists to demonstrate the light and short sound of playing on the rim vs. playing on the drumhead. Invite your wind players to emulate the shortness of the rim sound. (Remind your percussionists to use their same good grip when playing on the rim. The only thing that changes is the playing surface.)

You are encouraged to "chunk" sections of the music to rehearse and reinforce different elements before putting it all together. Incorporate two to four measure sections into warmups to help with focus and recall.

It is my hope that this happy tune will be a valuable teaching resource for your band and a favorite to rehearse and perform.

Have fun making music!

## 2019 Concert Band CD



WFR399  
**FOREVER FLYING**  
*The Washington Winds,*  
**Edward S. Petersen – Conductor**

**CONTENTS:** *Outrider (McBride), Voice Of America March (K. L. King/arr. Swearingen), Starship Legacy (Chattaway), Island Breezes (Huckeby), The Codebreakers (Budiansky), Nordic Adventure (Katheryn Fenske), Vanguard Fanfare (Romeyn), The Swashbucklers March (Romeyn), Evil Jungle Prince (Neeck), Hymn To St. Avold (C. T. Smith), The Horseman Of Sleepy Hollow (Romeyn), Dem Bones (Shaffer), Winds Of Joy (Weller), Red River Valley (arr. Glover), In Times Of Turbulence (R. W. Smith), Modal Song and Dance (del Borgo), Jambo, Ratkiki! (Webb), Salute To Liberty (Swearingen), Windsong (Chattaway), Dress Blues (Hammonds), At The Water's Edge (Romeyn), Skyward Bound (Swearingen), Rumble And Roar! (Neeck), Trans-America March (R. W. Smith), Forever Flying (Swearingen), Let's Do This! (Benson), Ghost Host (Eveland), The King's Crown (Romeyn), Challenge Accepted! (McBride), Danza Del Mambo (R. W. Smith), This Land Is Your Land (Guthrie/arr. A. Clark)*

### LICENSING THIS WORK

Visit [barnhouse.com](http://barnhouse.com) to obtain information on mechanical (recording) or derivative (arranging) licenses.

# LET'S DO THIS!

Kim Benson

Happily (♩ = 132)

7

The musical score is arranged in a standard orchestral format with multiple staves. The instruments listed are: Flute, Oboe, B♭ Clarinet, B♭ Bass Clarinet, Bassoon, E♭ Alto Saxophone, B♭ Tenor Saxophone, E♭ Baritone Saxophone, B♭ Trumpet, F Horn, Trombone/Baritone, Tuba, Bells, Percussion 1 (Snare Drum, Bass Drum), Percussion 2 (Wood Blocks), Percussion 3 (Tambourine, Crash Cymbals), and Piano/Keyboard (Optional). The score is in 4/4 time with a key signature of one flat (B♭). The tempo is marked 'Happily' with a quarter note equal to 132 beats per minute. The dynamics range from *f* (forte) to *mf* (mezzo-forte) and *p* (piano). A rehearsal mark '7' is placed above the seventh measure of the score.

1 2 3 4 5 6 7

Fl.

Ob.

Cl.

Bass Cl.

Bsn.

Alto Sax.

Ten. Sax.

Bari. Sax.

Trpt.

Hn.

Trom./ Bar.

Tuba

Bells

Perc. 1

Perc. 2

Perc. 3

Pno./ Kybd.

15

Fl. *f*

Ob. *f*

Cl. *f*

Bass Cl.

Bsn.

Alto Sax.

Ten. Sax.

Bari. Sax.

15

Trpt.

Hn.

Trom./ Bar.

Tuba

Bells *f*

Perc. 1

Perc. 2

Perc. 3

Pno./ Kybd.



31 35

Fl. *mf*

Ob. *mf*

Cl. *mf*

Bass Cl. *mf*

Bsn. *mf*

Alto Sax. *mf*

Ten. Sax. *mf*

Bari. Sax. *mf*

31 35

Trpt. *mf*

Hn. *mf*

Trom./Bar. *mf*

Tuba *mf*

Bells *mf*

Perc. 1 *f* *mf* on head

Perc. 2 *f* *mf*

Perc. 3 *f*

Pno./Kybd. *mf*

Fl. *f p f*

Ob. *f p f*

Cl. *f sub. p f*

Bass Cl. *f sub. p mf f*

Bsn. *f sub. p mf f*

Alto Sax. *f p f*

Ten. Sax. *f p f*

Bari. Sax. *f sub. p mf f*

Trpt. *f sub. p f*

Hn. *f p f*

Trom./Bar. *f sub. p mf f*

Tuba *f sub. p mf f*

Bells *f dampen*

Perc. 1 *f rim p head mf f*

Perc. 2 *f p mf f*

Perc. 3 *f p mf f choke*

Pno./Kybd. *f p mf f*