# Commissioned by Dr. John Culvahouse and the University of Georgia for the 1997 Mid-Fest Honor Band ON THE RISING WINDS ROBERT W. SMITH (ASCAP) 

## INSTRUMENTATION

I Conductor
6 C Flute
Oboe
3 Ist Bb Clarinet
2nd Bb Clarinet
B) Bass Clarinet

Bassoon

4 Eb Alto Saxophone
Bb Tenor Saxophone
Eb, Baritone Saxophone
2
2

3 Ist Bb Trumpet
3 2nd Bb Trumpet
4 F Horn
4 Trombone
2 Baritone
2 Baritone T.C.
4 Tuba
2 Mallet Percussion (Bells, Marimba w/2 players)
2 Timpani

Percussion I (Suspended Cymbal, Triangle,
Snare Drum, Bass Drum, Conga Drums)
2 Percussion II (Wind Chimes, Suspended Cymbal, Crash Cymbals, Shaker)

## 2

Please note: Our band and orchestra music is now being collated by an automatic high-speed system. The enclosed parts are now sorted by page count, rather than score order. We hope this will not present any difficulty for you in distributing the parts. Thank you for your understanding.

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## PROGRAM NOTES

ON THE RISING WINDS was inspired by an experience during a flight over the beautiful state of ceorgia. Flying on a smaller plane on the clearest of Sunday mornings, the ascent was very gradual, slowly revealing the natural beauty of the state. Beginning with the softest of winds, the mysterious introduction gives way to the most exuberant of flights, culminating in an exciting final statement. The title also suggests and celebrates the ever increasing skills of wind band musicians at this level.

The piece was commissioned by Dr. John Culvahouse and the University of Georgia Band for the 1997 Mid-Fest Honor Band. This wonderful event for middle school musicians is held in December of each year and includes more then 600 young musicians from throughout the southeastern United States. The work was premiered on the campus of the University of Ceorgia in December 1997. The title was selected from approximately 50 suggestions by members of the Honor Band. In addition to Dr. Culvahouse, the composer wishes to thank Dr. Dwight Satterwhite, Director of Bands, for the wonderful contributions to the wind band movement through the UQA music program and the ongoing commissioning project. Special thanks are extended to Ms. Shelly Marie Boardman, a doctoral student and band assistant at UCA, for her role in bringing this work to fruition.

## NOTE TO CONDUCTOR

The opening wind effect should begin on one side of the band, gradually sweeping across the band. Please note that the wind effect should be very light as if it were the softest of breezes on a beautiful autumn day.

The opening melodic statement in the tuba/euphonium and the low reeds should be gentle as well. The countermelodic parallel fifths beginning at measure 10 should be equally weighted with the melody. The singing effect at measure 18 should be as "open" as possible, avoiding any semblance of a nasal sound. The portamento effect from the $D$ to the 0 should be exaggerated.

Measure 26 should be an abrupt change of mood to a feeling of carefree exuberance. Care should be given to the balance of each rhythmic figure to create the greatest possible feeling of motion. The melodic line at measure 29 will give the conductor ample opportunity to teach the concepts of phrasing and the dynamic shape which defines that phrase. The timpani responses beginning in measure 46 should be very strong, serving as an appropriate answer to the three-note motif stated in the winds.

The restatement of the opening theme at measure 76 should be as energetic as possible. The congas provide the motivation for this new treatment and should be as aggressive as possible in measures 74-75 before settling into the groove at bar 76.

The final section of the piece should be played with unyielding intensity. Careful attention should be given to the crescendo in bars 124-125. The last two quarter notes should be allowed to resonate throughout the performance hall. The natural tendency to cut these notes short should be addressed.

I hope that you and your ensemble find ON THE RISING WINDS to be a musically rewarding experience. Best wishes for success in all of your musical endeavors.

Robert W. Smith


Conductor - 2


CIs.
A. Sax
T. Sax

Bar. Sax.


B. Cl .

Bs.



Mn.


Conductor - 3


Ob.


Cls.
1 屋
B. Cl .




Bsn.


| Sing |
| :---: |
| $\boldsymbol{q}$ |
| $\boldsymbol{m} \boldsymbol{f}$ |
| Sing |
| $\boldsymbol{o} \boldsymbol{f}$ |

Bar. Sax.
A. $\operatorname{Sax}$
T. Sax.

$\xrightarrow{-1}$

$m p$


Tpts.

Tbn.


Tuba

Mlt. Perc.


Perc. II


Cls.
A. Sax.
B. Cl .

Bsn.
T. Sax.

Bar. Sax.


Tpts.


Fl.

B. Cl .

Bsn.
A. Sax.
T. Sax.


Bar. Sax.


Tbn.


Mlt. Perc.


Perc. II

Conductor - 7


Conductor-8


Conductor - 9



Cls.

| To | 1-1.10 | 1 | 呈珄 | - |
| :---: | :---: | :---: | :---: | :---: |
|  | 03 | 10 | T0.0. |  |
|  |  |  |  |  |
| 1, |  | 1. |  |  |
| \%. |  |  |  | $0 \cdot 1+4$ |



Tpts.




Perc. II


Cls.

A. Sax.
T. Sax.

Bar. Sax.



Tbn.

## Bar.

Tuba


Mlt. Perc.

Timp.

Perc. I

Perc. II



Conductor-13



Bar. Sax.


Tpts.


Tbn.


Mlt. Perc.

Timp.

Perc. I

Perc. II


Conductor - 15

## 76 Mysterious



Fl.


Cls.

A. Sax.


Bar. Sax.
T. Sax.


Tbn.

Bar.

Tuba

Mlt. Perc.


Perc. II

Conductor - 17
84

Cls.

A. Sax.
. Sax.
Bar. Sax.

Tpts.

Tbn.
Bar.
Tuba

Mlt. Perc.
Timp.
Perc. I
Perc. II




Conductor - 20


Tbn.

MIt. Perc.
Timp.
Perc. I
Perc. II

Fl.

Cls.
B. Cl .
Bsn.
A. Sax.
T. Sax.
Bar. Sax.

1
Tpts.

Tbn.
Bar.
Tuba

Mlt. Perc.
Timp.
Perc. I
Perc. II



Fl.




Bsn.
识






