

#### THE COMPOSER

**Bruce Pearson** is first and foremost a band director with over three decades of exemplary classroom teaching experience. His *Standard of Excellence Comprehensive Band Method* is the result of over six years of research and planning, with input from music educators around the globe. It is currently regarded as the single most important publication for beginning band instruction. In addition to *Standard of Excellence*, Mr. Pearson is widely known for his first contribution to the band curriculum, *Best In Class*, and as composer of many widely performed compositions for concert band.

Mr. Pearson has led clinics in all fifty states of the United States and has been guest conductor and clinician, by invitation, of countries throughout the Pacific Rim, the Orient, Europe, Mexico, and Canada. In the United States he has also conducted many All-State and Honor Bands. He has appeared as guest lecturer at over 100 colleges and universities and has been well-received as keynote speaker for state and national music educators conventions.

Bruce Pearson has taught elementary, junior high, high school, and college levels for over thirty years. Twice nominated for the prestigious "Excellence in Education Award," he was honored as "most outstanding in the field of music" for the state of Minnesota. In December 1998, Mr. Pearson, in recognition of his outstanding contribution to music education, was awarded the prestigious "Midwest International Band and Orchestra Clinic Medal of Honor."

## THE COMPOSITION

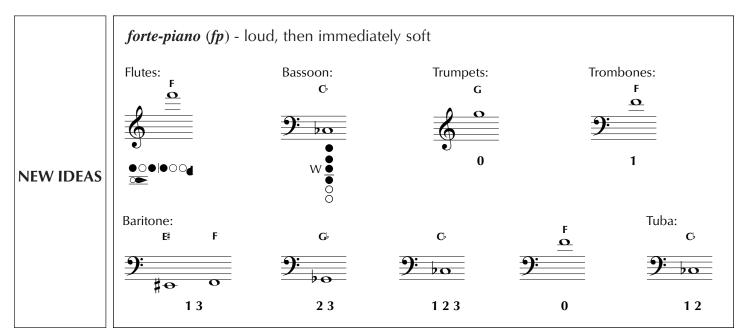
A tableau is a graphic description or representation of ancient days. It can also be described as an artistic grouping of scenes from a theatrical performance.

This composition, **Tableau**, is an artistic grouping and development of the musical motif composed of the first three notes played by the solo alto saxophone. This musical motif is depicted in a variety of ways throughout the composition.

Written in the ancient F Aeolian mode, *Tableau*, is a musical representation of ancient days. The performers and listeners of this piece, alike, are invited to allow their imagination to provide the scenes from a theatrical performance.

#### **New Ideas**

The New Ideas box contains new notes for flutes, bassoon, trumpets, trombones, baritone, and tuba and the definition of a new musical term found in *Tableau*. Begin each rehearsal of *Tableau* reviewing these new notes and musical term with your students.



### **INSTRUMENTATION LIST**

- 3 1st Flute
- 3 2nd Flute
- 2 Oboe
- 3 1st Bb Clarinet
- 3 2nd Bb Clarinet
- 3 3rd Bb Clarinet
- 2 Eb Alto Clarinet 2 - Bb Bass Clarinet
- 2 DP Dass Clair
- 2 Bassoon
- 2 1st Eb Alto Saxophone
- 2 2nd Eb Alto Saxophone
- 2 Bb Tenor Saxophone

- 2 Eb Baritone Saxophone 3 - 1st Bb Trumpet/Cornet
- 3 2nd Bb Trumpet/Cornet
- 3 3rd Bb Trumpet/Cornet
- 2 1st F Horn
- 2 2nd F Horn
- 3 1st Trombone
- 3 2nd Trombone 3 - Baritone B.C.
- 2 Baritone T.C.
- 2 Barnone T.
- 3 Tuba
- 2 Electric Bass

2 - Percussion I: Timpani
2 - Percussion II: Bells Chimes
2 - Percussion III: Suspended Cymbal Crash Cymbals
2 - Percussion IV: Wind Chimes Sleigh Bells Tambourine

2 - Percussion V: Triangle Finger Cymbals
2 - Percussion VI: Claves Snare Drum Bass Drum
2 - Rehearsal Piano
1 - Full Conductor Score

Additional scores and parts are available.

# **TABLEAU**

Full Conductor Score Correlated with Standard of Excellence Book 2, page 21 Approx. Time - 5:45 Andante (J = 72) 3 Flutes  $\frac{1}{2}$ Oboe p  $\hat{o}$ ò 1 p **B**<sup>J</sup> Clarinets 2 o 3 p 32 E Alto Clarinet 6 **B**<sub>b</sub> Bass Clarinet 34 Bassoon •): ž 1. Sola E Alto 1 34 6 Saxophones 2 p B<sub>b</sub> Tenor  $\frac{3}{4}$ Saxophone E Baritone 34 Saxophone Andante (J = 72) 3 4 1 B<sub>b</sub> Trumpets/ Cornets 2 34 3 F Horns  $\frac{1}{2}$  $\frac{3}{4}$ Trombones  $\frac{1}{2}$ 34 9:,⊳,⊳ 4 Baritone  $\frac{3}{4}$ Tuba  $\frac{3}{4}$ Andante ( $\downarrow = 72 )$ F & C Percussion I: Timpani 9: bb **3** 4 **Percussion II:** ▶**₽**₽**₽** 34 Bells Chimes 6 Chimes  $\hat{p}$ Percussion III: Suspended Cymbal S. Cvm  $\frac{3}{4}$ H Crash Cymbals p W. Chimes **Percussion IV:** Wind Chimes Sleigh Bells 3 H Tambourine p Tri. Percussion V: Finger Cymbals Percussion VI: 4 34 H F. Cyn p Claves (speed up through the measure) Claves Snare Drum 3 H **Bass Drum** p Andante (J = 72) ò Rehearsal p A. Sax solo Piano 9: 6 4 . . 62

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