Vision

Peter Sciaino

1 Full Score

8 Flute

2 Oboe (Opt. Flute 2)

1 Bassoon

4 Bb Clarinet 1

4 Bb Clarinet 2

1 Bb Bass Clarinet

4 Eb Alto Saxophone

2 Bb Tenor Saxophone

1 Eb Baritone Saxophone

4 Bb Trumpet 1

4 Bb Trumpet 2

3 F Horn

8 Trombone/Baritone B.C.

2 Baritone T.C.

4 Tuba

1 Timpani

3 Percussion 1: Snare Drum, Bass Drum

3 Percussion 2: Triangle, Crash Cymbals, Suspended Cymbal

2 Bells

Extra Part - P3018521

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Program Notes

Having a vision of success can make accomplishing goals in any endeavor possible. The cultivation of a "growth mindset" is a trend in education that pushes students to have confidence in their ability to learn through positive thinking and a proper work ethic. This concept has long been a successful path in the pursuit of music making as well. In *Vision*, the introduction presents an uplifting and warm harmonic setting that represents the positive atmosphere that is critical to any pursuit. The bold opening melody that follows with stately supporting rhythms conveys the importance of confidence and should be played with pride. The music leaves the listener with a feeling of hope and a vision of teamwork and positive energy.

About the Composer

Peter Sciano is a passionate music educator and spirited composer of concert band music for all levels. He holds a BM from Syracuse University and an MA from New York University, both in music education. As an instrumental music teacher at Whippany Park High School (New Jersey) for over 20 years, he directs both the concert band and jazz ensemble, co-directs the marching band, and teaches advanced placement music theory classes.

Mr. Sciano has served the North Jersey Area Band as president and conductor of the symphonic band, and he directed the North Jersey Region 1 Junior High School Jazz Ensemble. He is also a clinician and judge with High Note Festivals. His professional affiliations include ASCAP, NAfME, NJMEA, and NJAJE.

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Achievement Series Lesson Guide

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

VISION

Peter Sciaino

National Standards addressed through this publication:

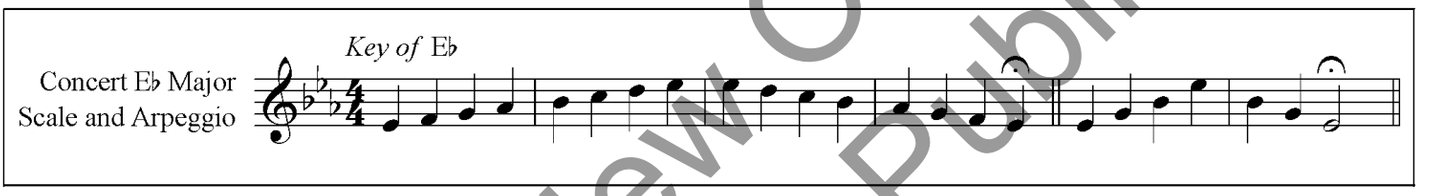
#2 Performing on instruments, alone and with others, a varied repertoire of music.
#5 Reading and notating music.
#6 Listening to and analyzing and describing music.
#9 Understanding the music in relation to history and culture.

LEARNING OBJECTIVES

Be aware of the contrasting musical styles: the separated style with accents, and the smoother style in the unaccented sections.
Distinguish between different dynamic markings. *Mezzo forte* is less loud than *forte*, and *mezzo piano* is softer than *mezzo forte*.

MUSIC THEORY

KEY: Concert E♭ Major. Review the scale and arpeggio which is printed at the top of each player's part.



TIME SIGNATURE

4/4 - The upper number indicates that there are four beats in each measure, and the lower number indicates that a quarter note receives one beat.

TEMPO MARKINGS

Allegro – moderately fast

DYNAMIC MARKINGS

p (*piano*) - soft
mp (*mezzo piano*) – moderately soft
mf (*mezzo forte*) – moderately loud
f (*forte*) – loud
fp (*forte piano*) – start the note loud, and immediately play softly
Crescendo, cresc. ( ) – gradually get louder
Diminuendo ( ) – gradually play softer

STYLE INDICATORS

Accent (>) – emphasis on a note or chord. Accented notes are separated
Con brio – con = with; brio = vigor or spirit

OTHER MARKINGS

Slur – a curved line that indicates that the notes under it should be played connected
Tie – a curved line that joins two or more notes of the same pitch
Fermata (𝄐) – indicates that a note or rest should be held longer than its normal duration

(Student worksheet is on the inside of the score's back cover.)

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Time ca. 2:55
Grade 2

Vision

Peter Sciaino
ASCAP

Allegro con brio ♩ = 132

Flute
Oboe (Opt. Flute 2)
B♭ Clarinet 1
B♭ Clarinet 2
B♭ Bass Clarinet
E♭ Alto Saxophone
B♭ Tenor Saxophone
E♭ Baritone Saxophone

Allegro con brio ♩ = 132

B♭ Trumpet 1
B♭ Trumpet 2
F Horn
Trombone / Baritone, Bassoon
Tuba
Timpani
B♭ and E♭
Percussion 1
Snare Drum, Bass Drum
Bass Drum
Snare Drum
Percussion 2
Triangle, Crash Cymbals, Suspended Cymbal,
Triangle
Bells

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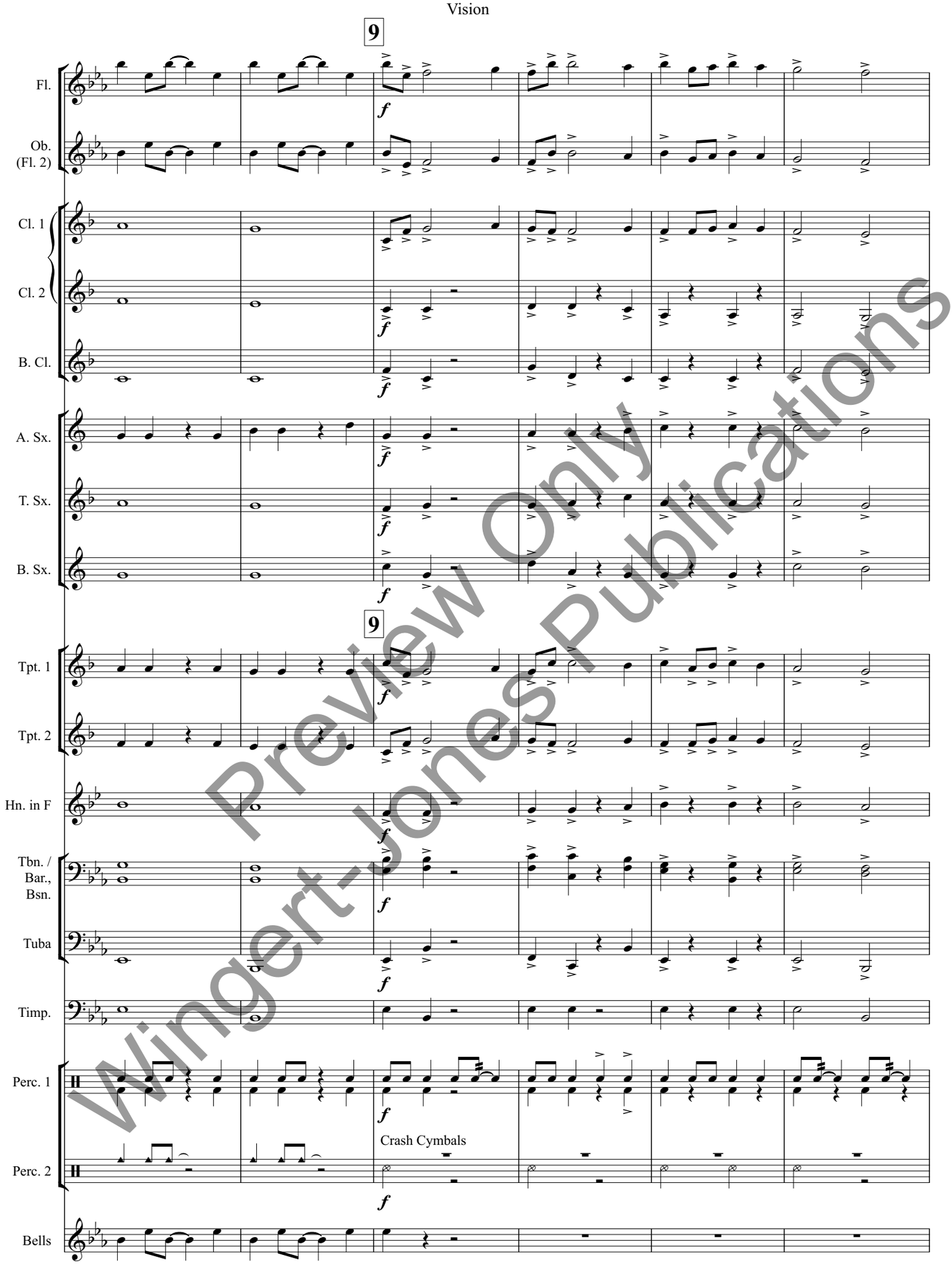

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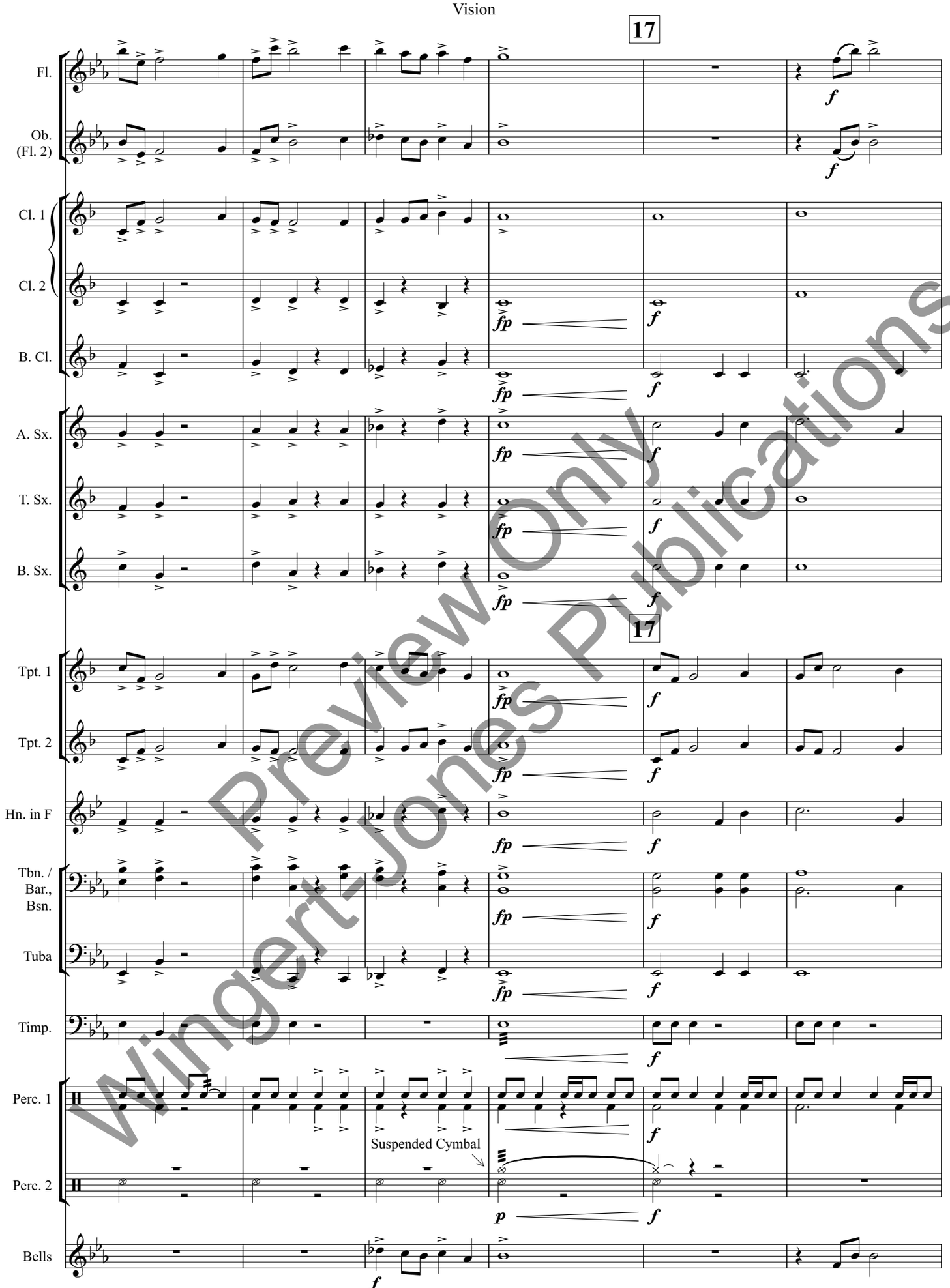

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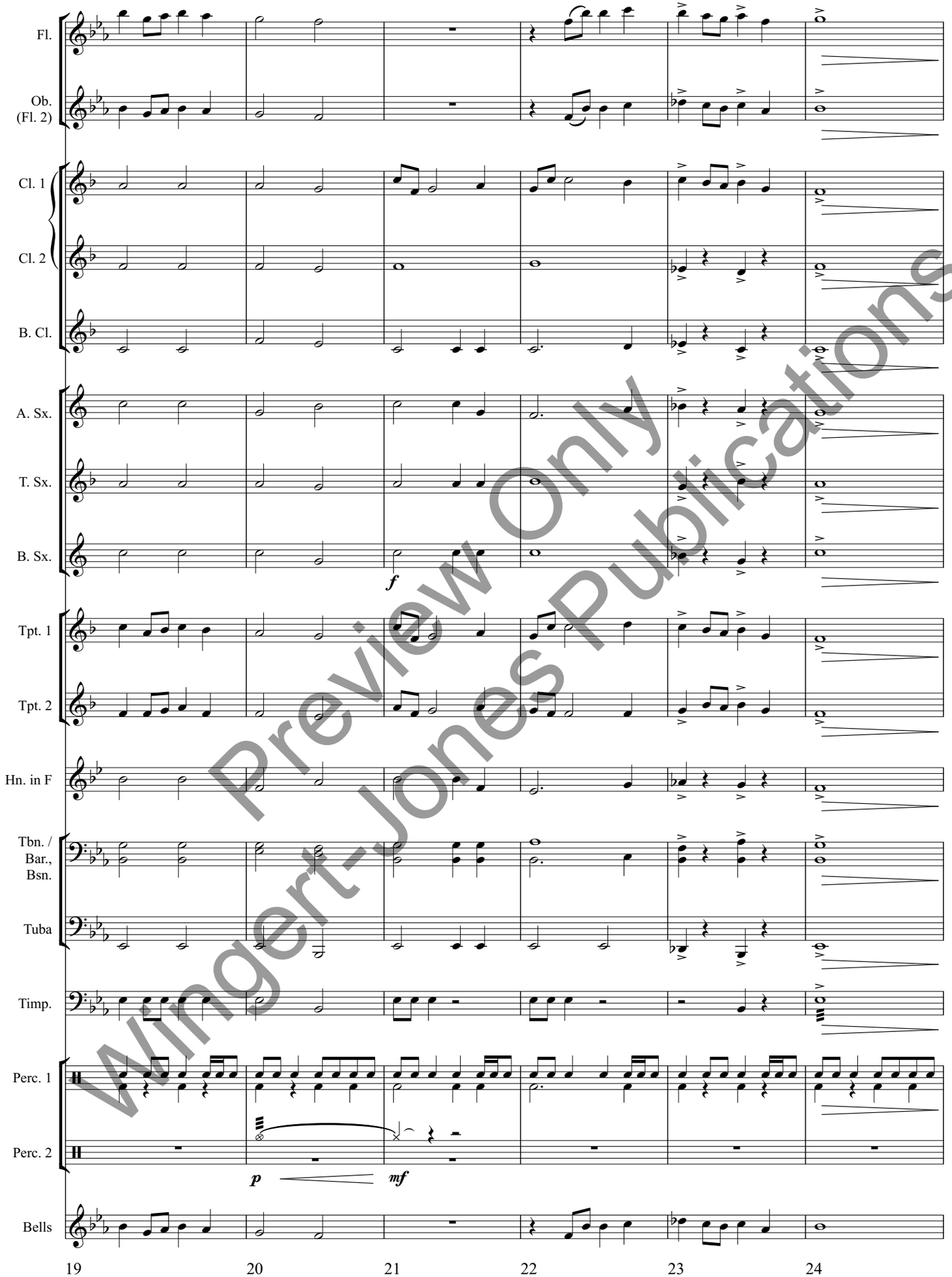

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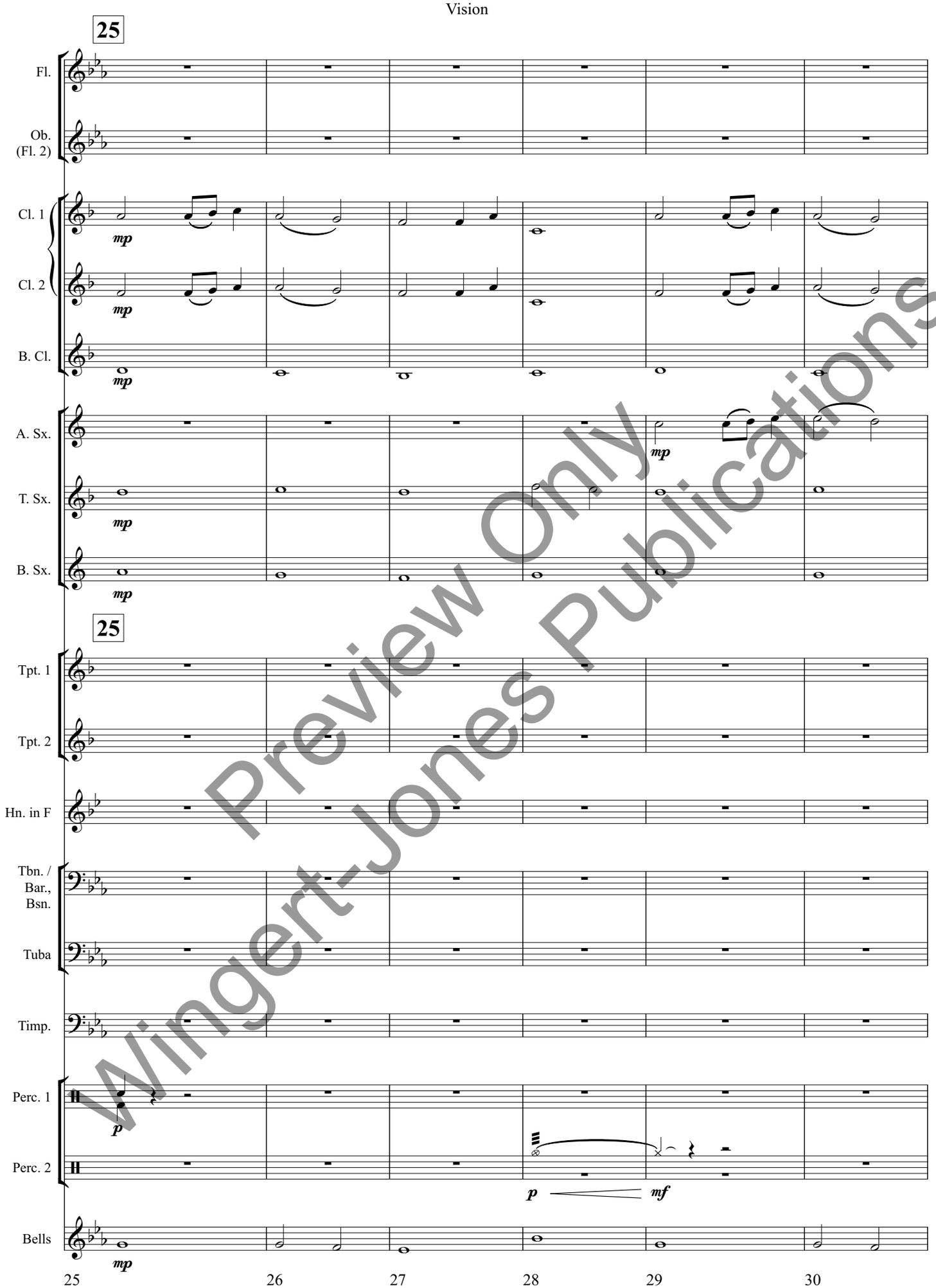

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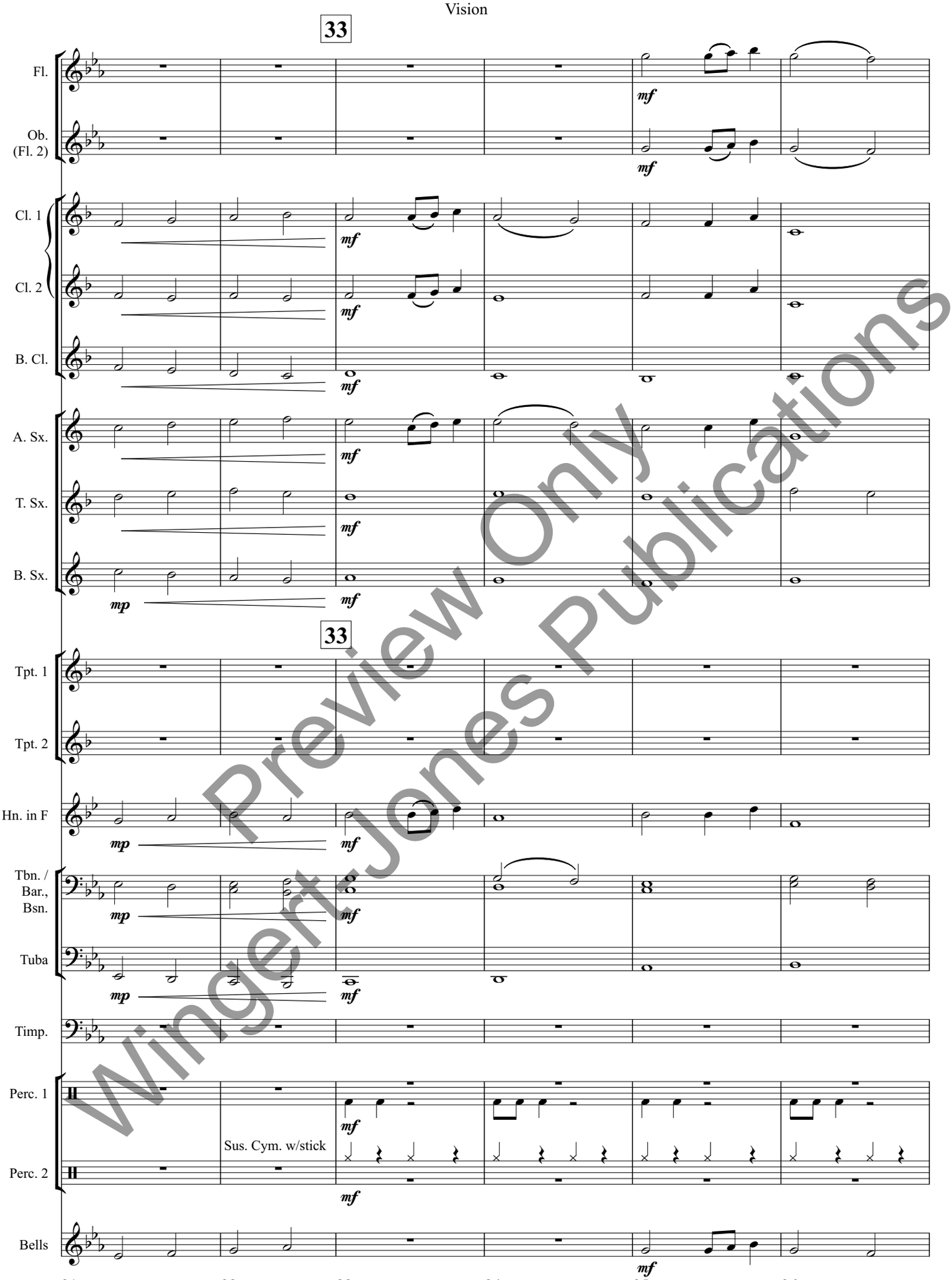

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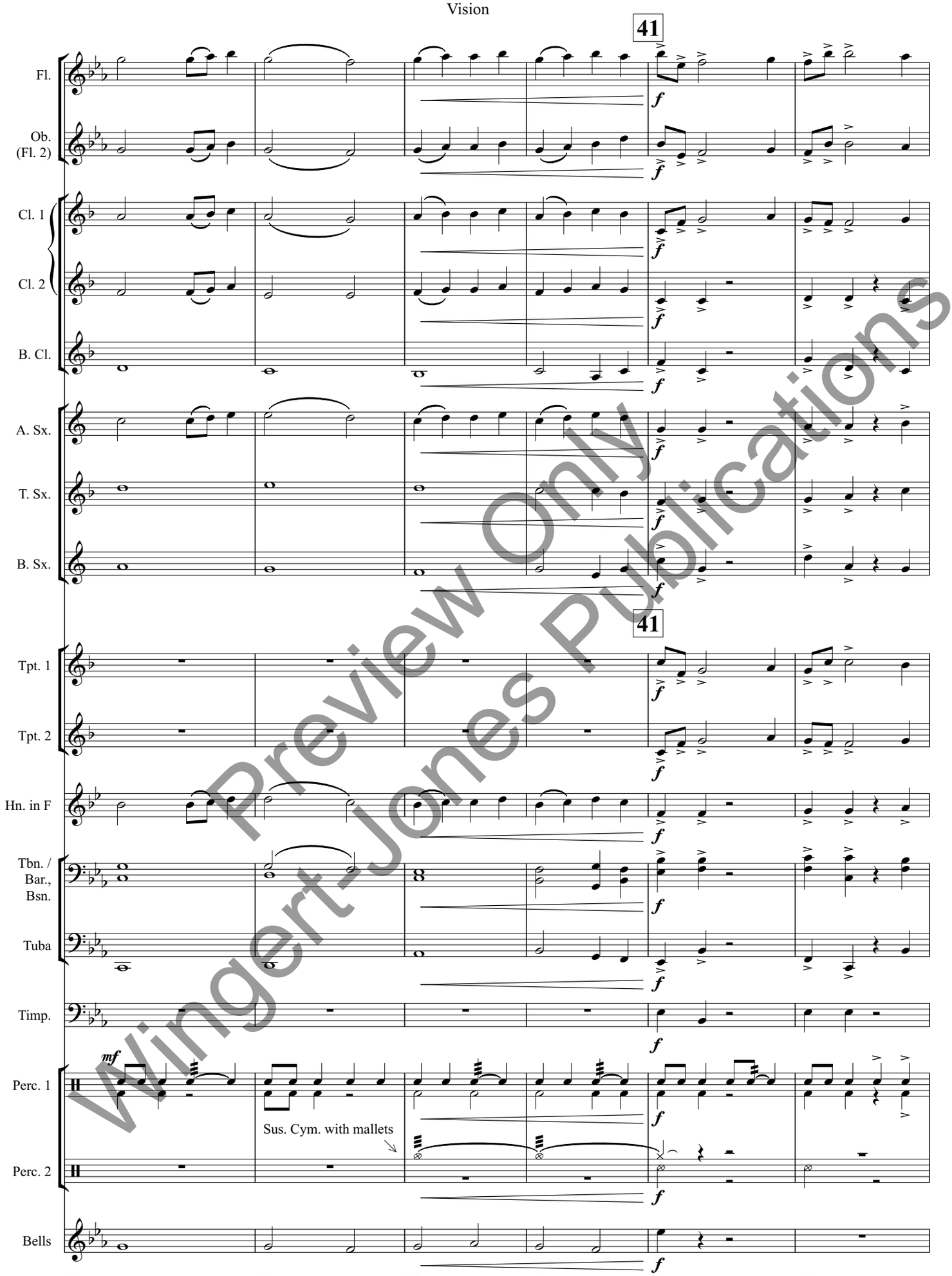

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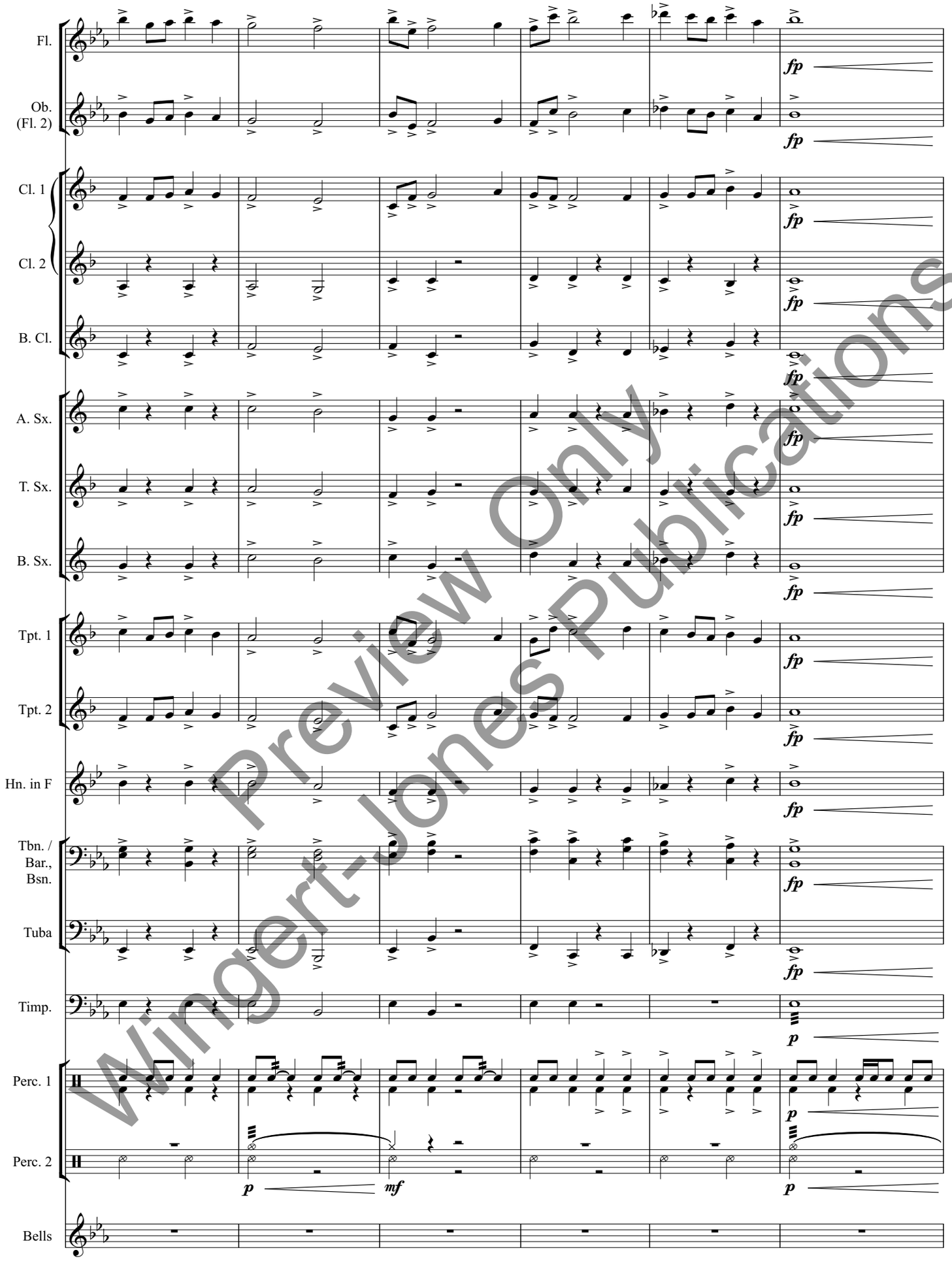

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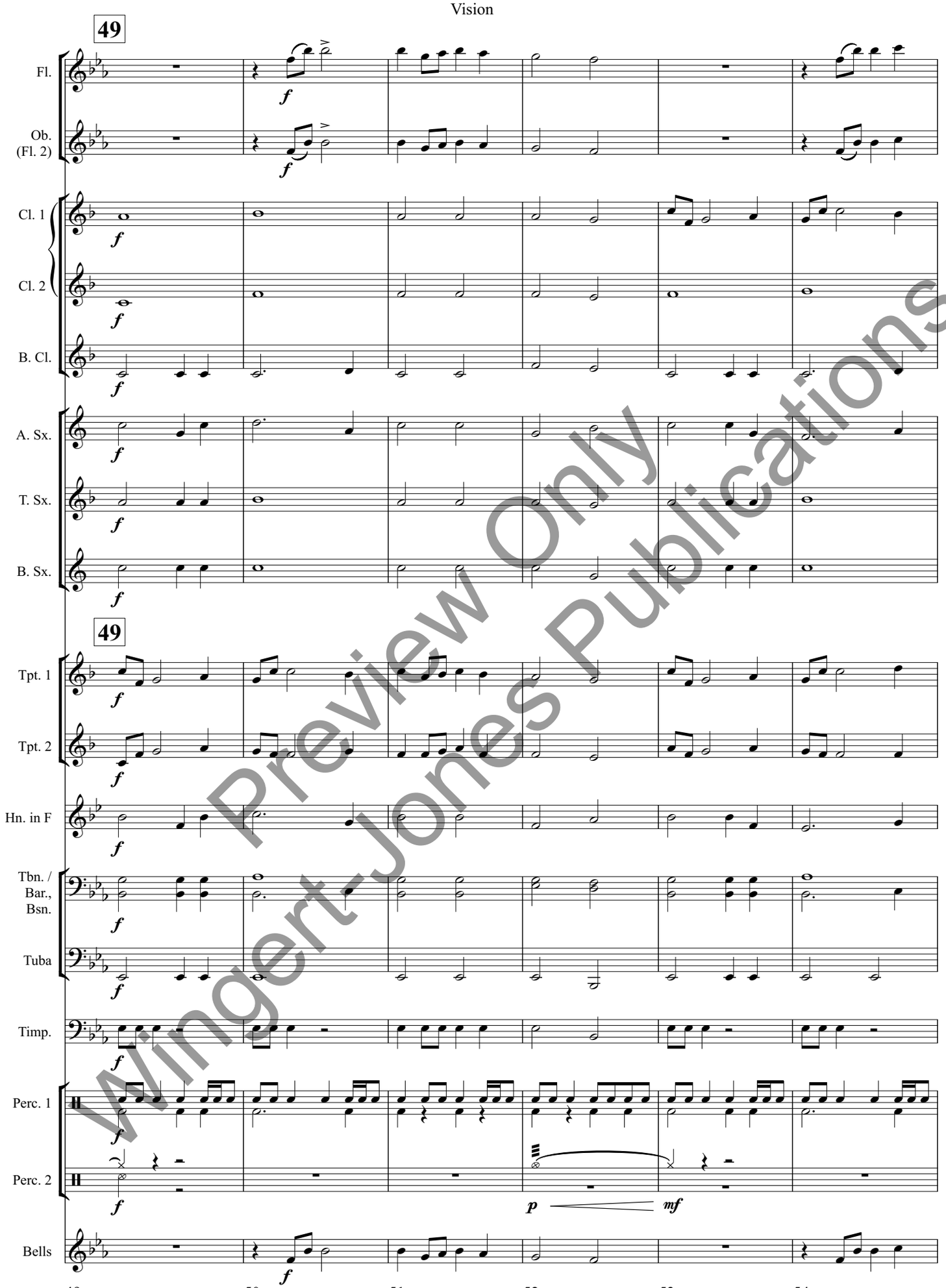

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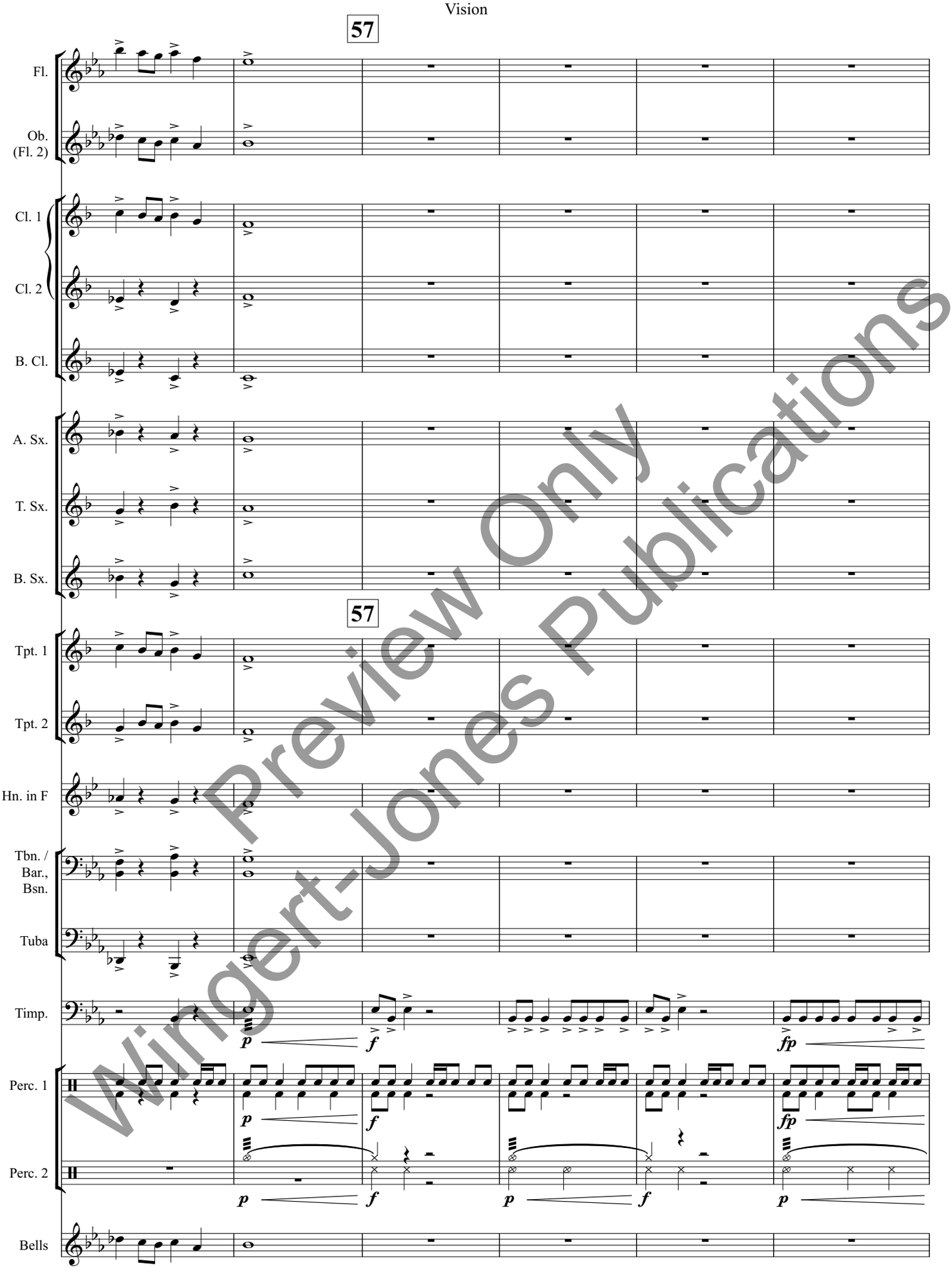

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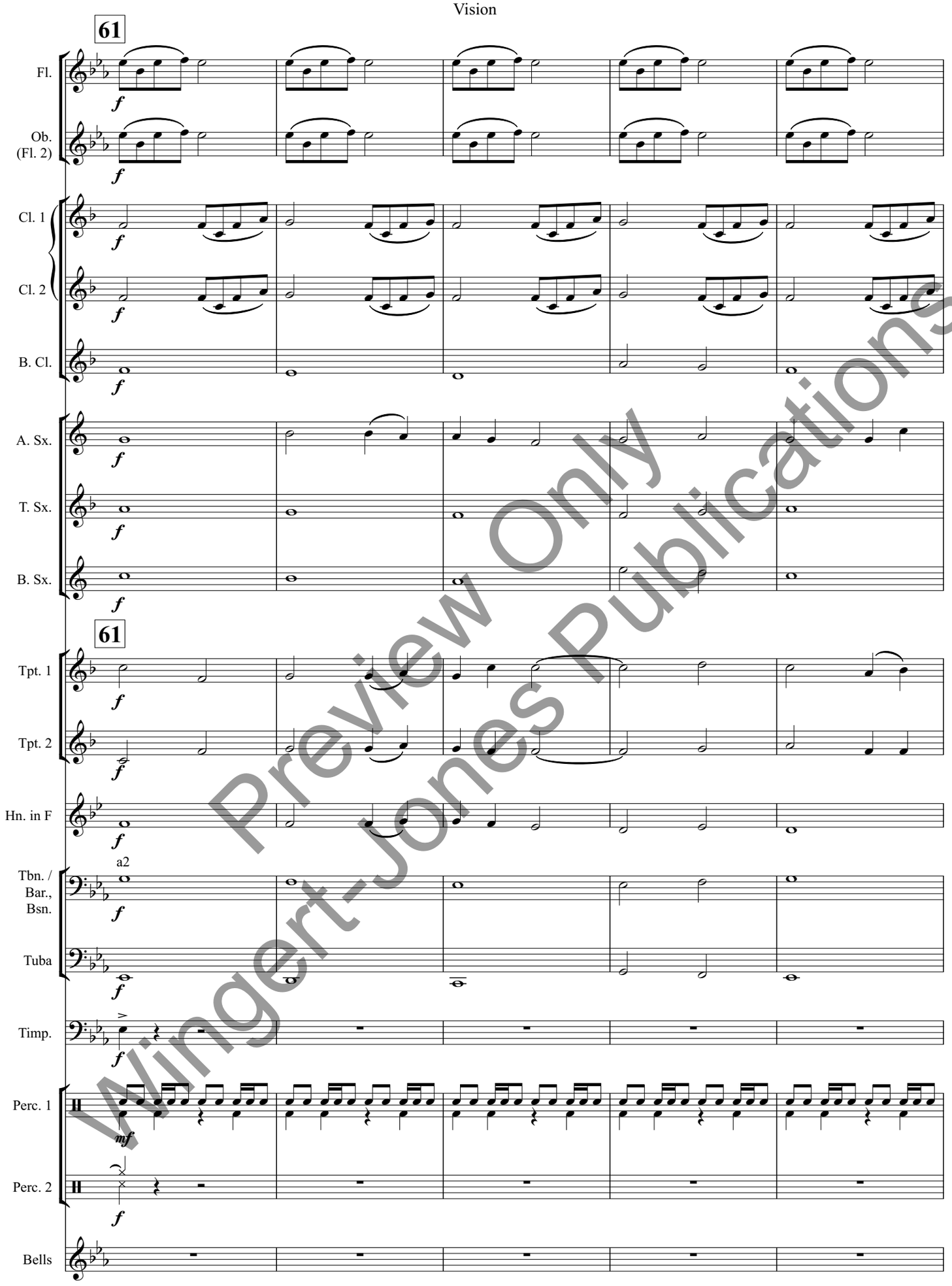

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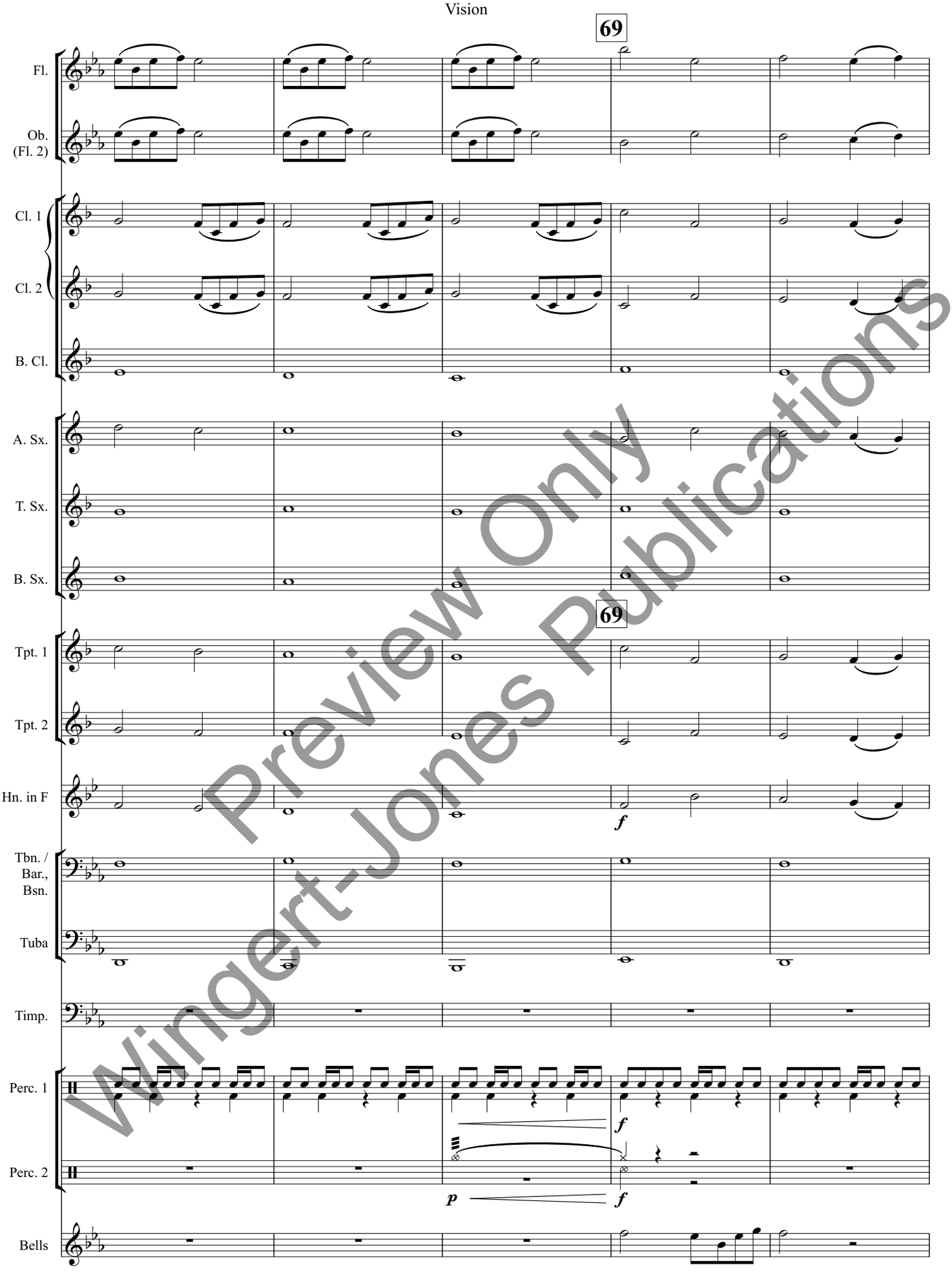

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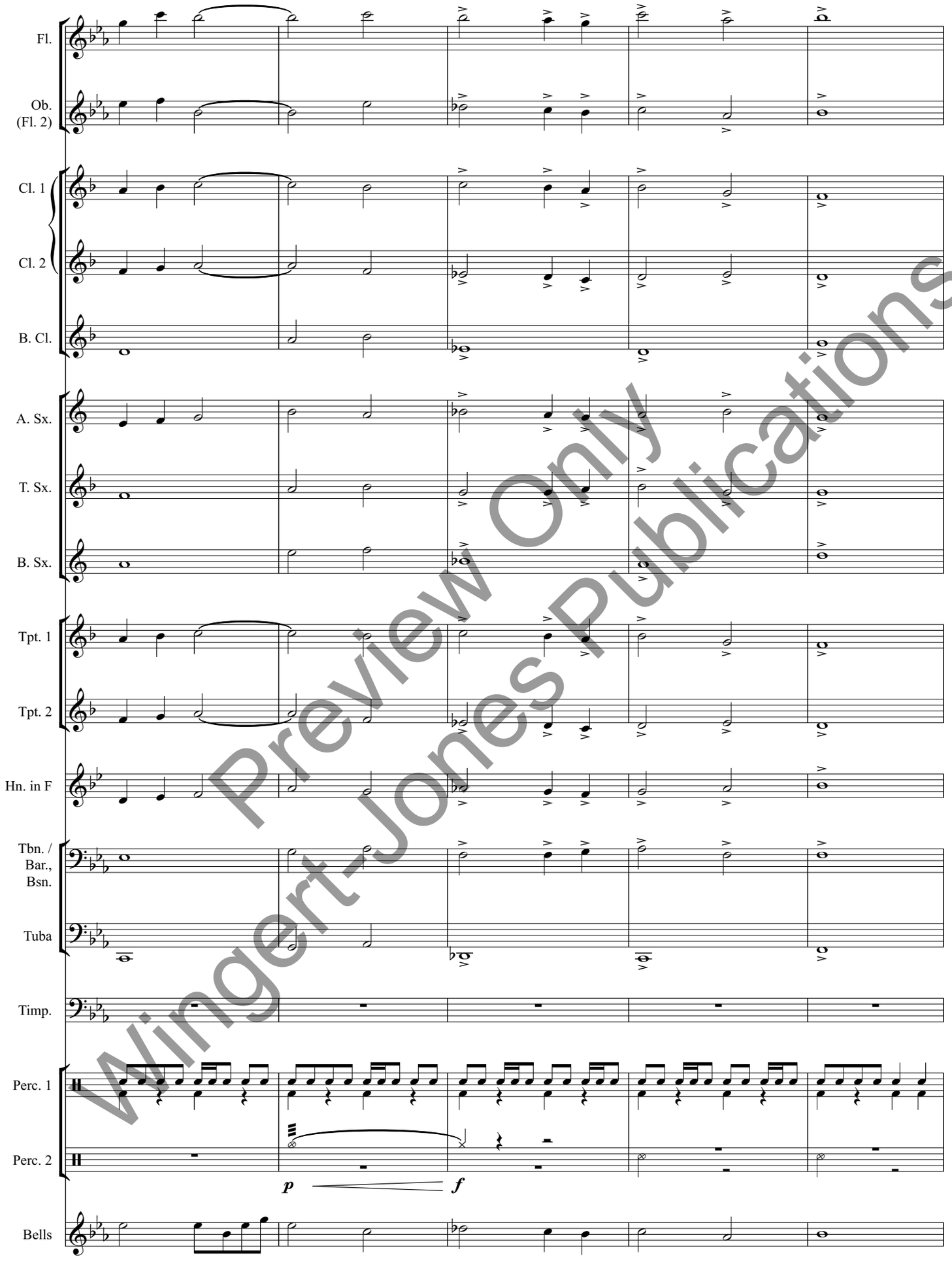

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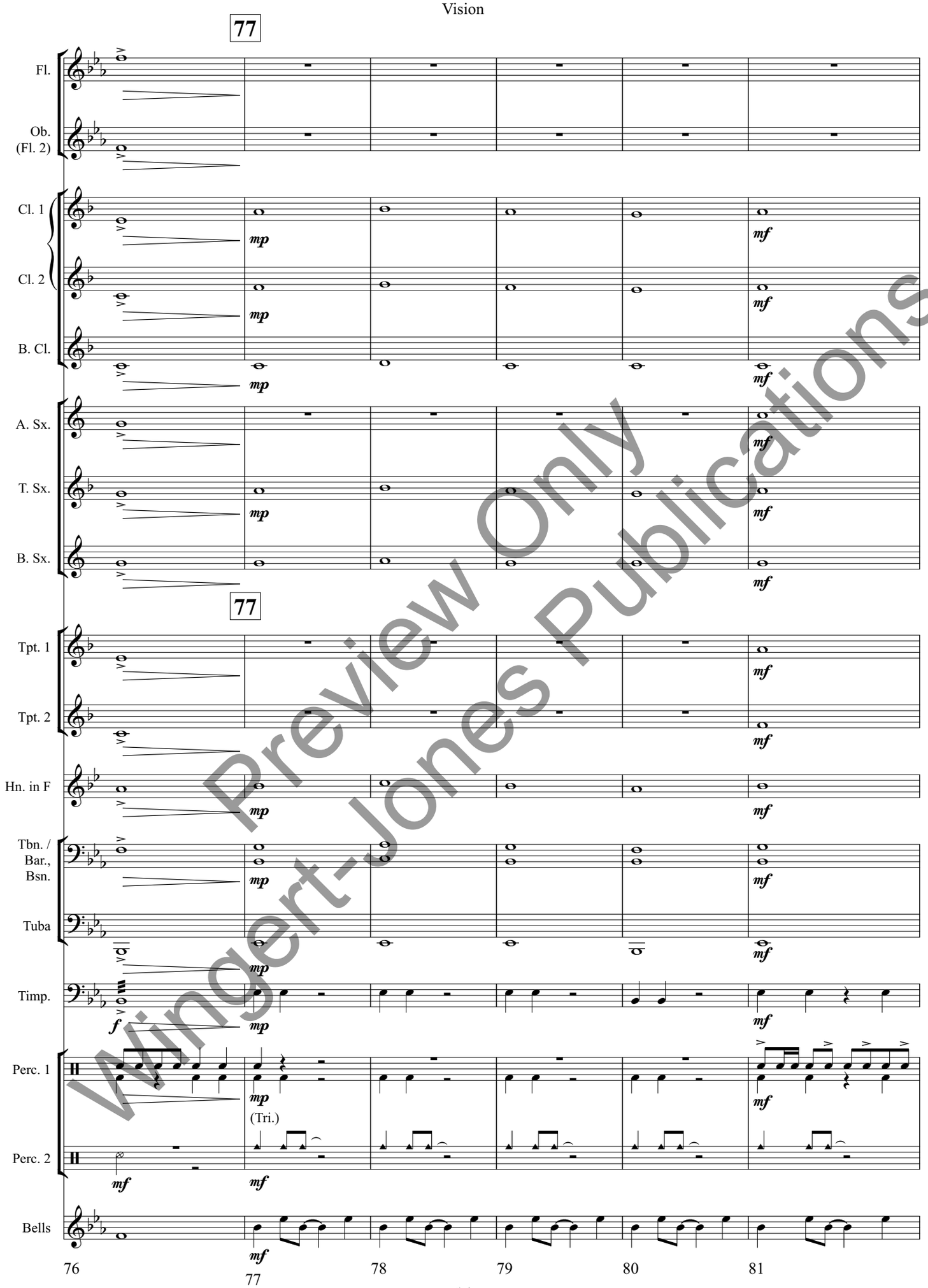

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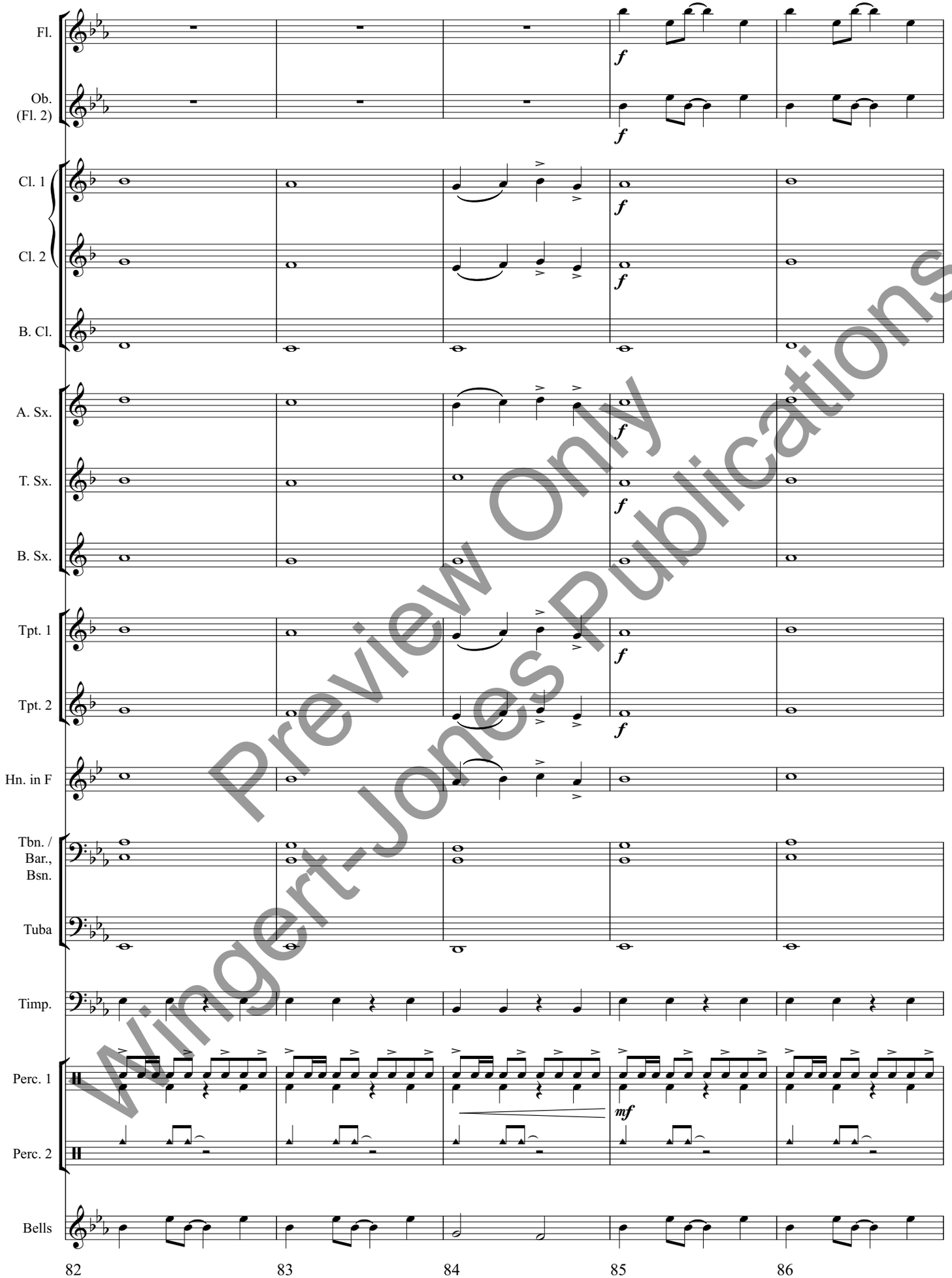

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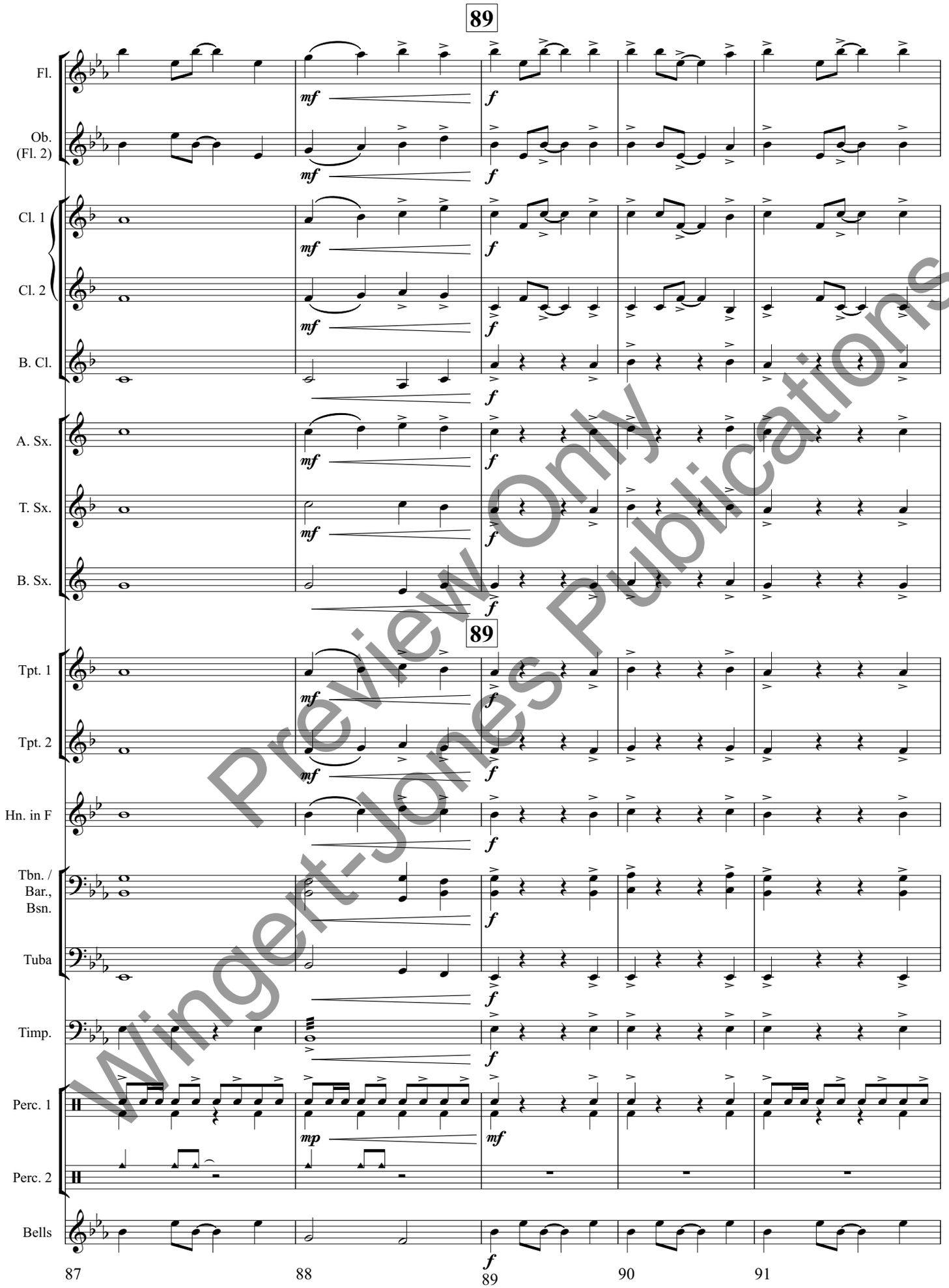

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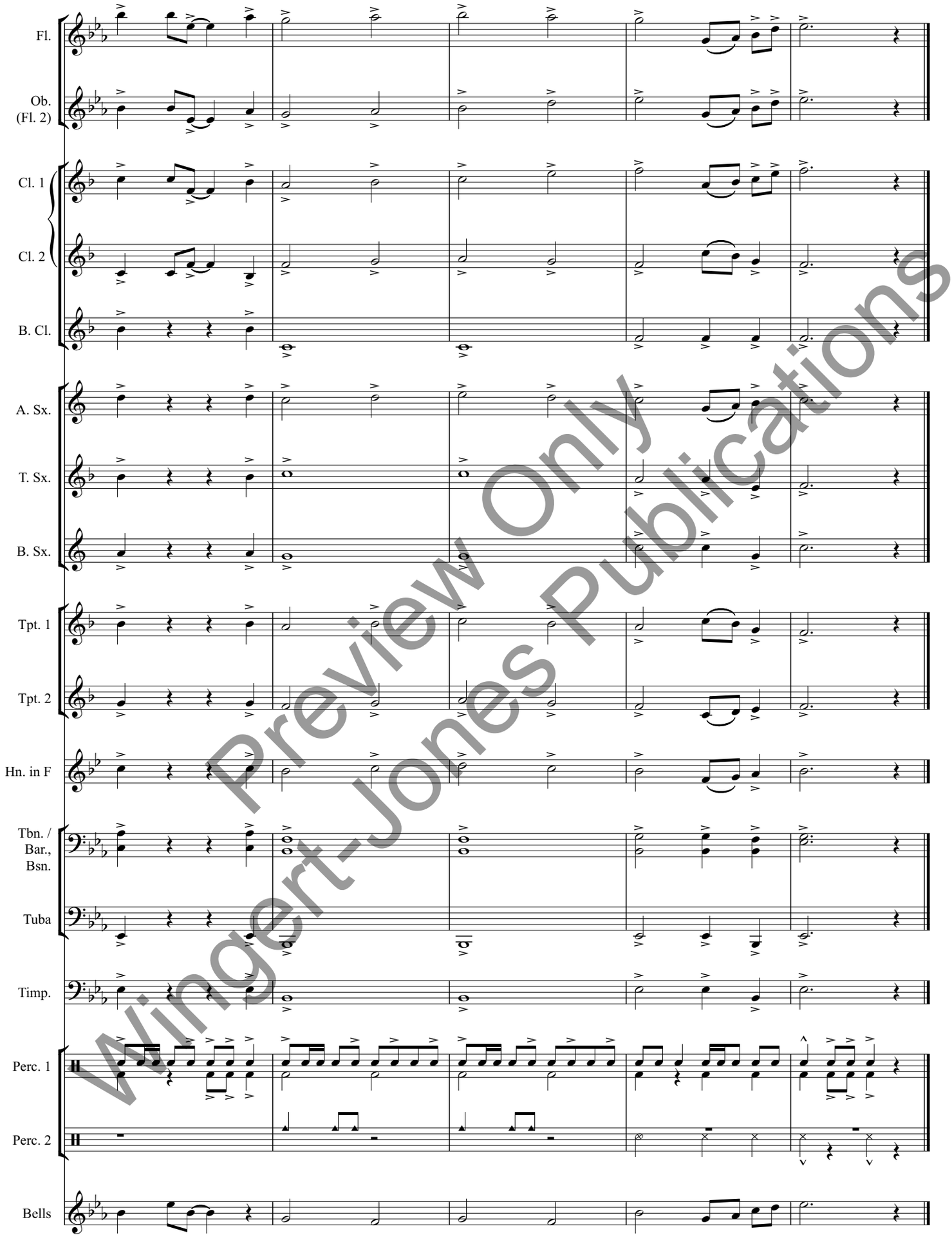

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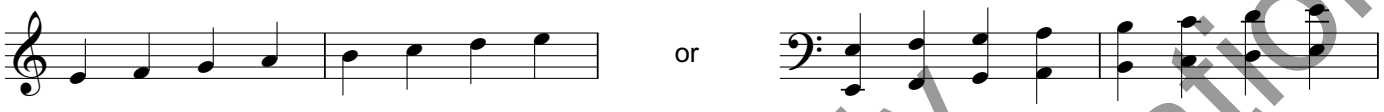
Name_____ Date_____

Instrument_____

Vision

Hit the right note! (2 points each)
Fill in the ♯s and ♭s in the concert scale below. You only have to complete the scale written in the clef for your instrument.

1. E♭ Major Scale



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 ♭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. E♭ Major Scale

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. 1
   b. 4
   c. 8

4. Allegro is an Italian term meaning ...
   a. Moderately fast
   b. Very fast
   c. Very slow

5. An arched line between two or more **different** notes is called what?
   a. a tie
   b. a slur
   c. a fermata

6. A curved line between two **of the same** note is called what?
   a. a tie
   b. a slur
   c. a crescendo

7. The answers in questions 5 an 6 both indicate that the notes above or below them should be ...
   a. held longer than normal
   b. emphasized
   c. connected

8. *Forte piano* (***fp***) indicates that the player should ...
   a. gradually get softer
   b. play medium-loud
   c. start the note loud, and immediately play softly

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