The Fox

Béla Bartók (1881–1945) Arranged by Paul Cook (ASCAP)

INSTRUMENTATION

- 1 Conductor
- 10 Flute
- 2 Oboe
- 10 B_b Clarinet
- 2 B_b Bass Clarinet
- 6 E Alto Saxophone
- 4 By Tenor Saxophone
- 2 Eb Baritone Saxophone
- 8 B Trumpet
- 4 F Horn

- 6 Trombone/Baritone/Bassoon
- **Baritone Treble Clef** (World Part Trombone in B) Treble Clef)
- Tuba
- Mallet Percussion (Bells)
- **Optional Timpani** (Tune: F, Bb)
- 3 Percussion 1 (Snare Drum, Bass Drum)
- 1 Percussion 2 (Triangle)

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Trombone/Baritone in Bb Bass

in E♭ Bass Clef

Tuba in E Treble Cle

Tuba in Bb Bass Clef

uba in B_b Treble Cl

PROGRAM NOTES

Béla Bartók was born in 1881 in a town in Hungary, now part of Romania. He studied piano at the Royal Academy of Music in Budapest, and later taught there. His musical compositions are known for the use of folk songs with mixed rhythms, contemporary harmonies, and use of modes. In 1927, he came to the United States as a concert pianist, and moved here in 1940, remaining until his death in 1945. The Fox is one of the numerous short piano pieces for children that he completed in a four-volume collection in 1909. So revered, many of Bartók's piano works for children continue to be included on concerts for more advanced pianists to capture his unique musical value despite their more rudimental pedagogical origins.

NOTES TO THE CONDUCTOR

This arrangement for early band students remains faithful to Bartók's intent while comfortably accommodating the skills of first-year players.

The style of this piece is a vital part of it charm. Rhythm patterns with off-beat entrances are common throughout, but can be "captured" by young musicians with structured counting exercises while learning to perform this music. The tempo is marked on the conductor's score at $\sqrt{-132}$; however, the tempo can be increased up to $\sqrt{-160}$ if the ensemble o retain the light whimsical nature of the piece without becoming heavy or ponderous; even to the point of conducting in two.

re are only a few notes that may need to be introduced or reinforced for a band performing at the end of their first year of instruction. Those include; for alto saxophone—D# and G#, and for horn—C# and Eb.

Dynamic levels may be adjusted to balance your ensemble. Please plan for your percussion section to support, rather than dominate, the ensemble throughout this arrangement. If additional players need to be included, please initially consider doubling the mallet percussion part on xylophone or the bass drum part on tom-tom before doubling the snare drum.

I hope your students enjoy preparing and performing this unique folk song.

Paul Cont



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