

Arikara

(uh-RIH-kuh-rah)

VICTOR LÓPEZ (ASCAP)

INSTRUMENTATION

- 1 Conductor
- 10 Flute
- 2 Oboe
- 10 B Clarinet
- 2 B_b Bass Clarinet
- 6 E♭ Alto Saxophone
- 4 By Tenor Saxophone
- 2 El Baritone Saxophone
- 8 B, Trumpet
- 4 F Horn
- 6 Trombone/Baritone/Bassoon

- 2 Baritone Treble Clef (World Part Trombone in B) Treble Clef)
- 4 Tuba
- 3 Mallet Percussion (Bells and/or Xylophone or Optional Vibraphone)
- 1 Optional Timpani (Tune: C, F)
- 2 Percussion 1 (Snare Drum, Bass Drum)
- 3 Percussion 2 (Wind Chimes/Woodblock, Concert Toms [2])

WORLD PARTS

Available for download from www.alfred.com/worldparts

Horn in Ela Trombone/Baritone in Blass Clef Tuba in Ela Bass Clef Tuba in Ela Treble Clef Tuba in Blass Clef Tuba in Blass Clef

PROGRAM NOTES

Arikara, pronounced "uh-RIH-kuh-rah," is a Native American tribe, which lived along the middle Missouri River. Today, they reside on the Fort Berthhold Reservation in North Dakota. Historical records often refer to them as Aikaree or Ree Indians; however, they call themselves Sanish, which means "the people." The Arikaras share a single nation with the Mandan and Hidatsa tribes. In the past, the three tribes lived in separate villages, each with its own chief. But, in the 1800s, many of their people died of smallpox, and as a result, the three tribes merged. Today, they are known as the Three Affiliated Tribes. Arikara artists were recognized for their pottery, baskets, and glasswork. They also were known for supplying other tribes with Native American beads for their beadwork.



NOTES TO THE CONDUCTOR

At the beginning, the bells play a very important role during the ostinato passage from measure 1 until measure 26. The part should be played lightly and with a steady pulse while building intensity; as an option, the vibes may be used. Be sure to balance the crescendos and diminuendos in the horn and clarinet part. A new note (D) concert) for this level has been introduced, and depending the level of the ensemble, it will have to be learned.

Notice that a few cue notes, which may be new to some students, have been used in several parts. A quick explanation of these small notes will suffice. Starting with the third beat in measure 8, the timpani solo should sound as if it is being played from a distance. If timpani drums are not available, cue notes, which will work just as well, have been written for the trombone, bass clarinet, baritone saxophone, and tuba. Notice that the trombone player has to play from second space C (6th position) to fourth line F (1st position); the length from one position to the other may be a challenge for younger players. This provides a great opportunity to teach alternate fingerings/positions. As a suggestion, have the student play the fourth line F using the same 6th position that they use for the second space C. The alternate position is indicated on the part to facilitate the rehearsal.

Work on a smooth transition starting from measure 25, in $\frac{3}{4}$, to the new time signature change at measure 27, which is in $\frac{4}{4}$. The ensemble should play this section with energy but not forced. Make certain not to overplay the accents. Additionally, be sure to tune the two concert toms using an interval of a fourth to ensure the intended sonority and an effective performance.

I know that your students will enjoy performing this piece and making the connection with their history studies.

Arikara



























