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# FJH STARTER SERIES

## INTRODUCTION TO BEGINNING BAND

Grade 1/2

# CREATURES IN THE ATTIC

Brian Balmages

### Instrumentation

- |                                  |                        |
|----------------------------------|------------------------|
| 1 - Conductor's Full Score       | 2 - Baritone/Euphonium |
| 8 - Flute                        | 2 - Baritone T.C.      |
| 2 - Oboe                         | 4 - Tuba               |
| 2 - Bassoon                      | 2 - Bells              |
| 10 - B $\flat$ Clarinet          | 4 - Percussion 1       |
| 2 - B $\flat$ Bass Clarinet      | Snare Drum             |
| 4 - E $\flat$ Alto Saxophone     | Bass Drum              |
| 2 - B $\flat$ Tenor Saxophone    | 4 - Percussion 2       |
| 2 - E $\flat$ Baritone Saxophone | Wooden Desk            |
| 8 - B $\flat$ Trumpet            | Vibraslap              |
| 4 - F Horn                       | Tambourine             |
| 4 - Trombone                     | Crash Cymbals          |

FJH is now using a high-speed sorting system for parts.  
As a result, all single page parts are collated before multiple page parts.

T H E  
F · J · H  
M U S I C  
C O M P A N Y  
I N C.  
Frank J. Hackinson

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## The Composer

Brian Balmages (b. 1975) is an active composer, conductor, producer, and performer. He received his bachelor's degree in music from James Madison University and his master's degree from the University of Miami in Florida. Mr. Balmages's works for symphonic band, orchestra, and brass have been performed throughout the world, including the College Band Directors National and Regional Conferences, the Midwest Clinic, the International Tuba/Euphonium Conference, the International Trombone Festival, and the International Trumpet Guild Conference. His active schedule of commissions has included groups ranging from elementary schools to professional ensembles, including the Baltimore Symphony Orchestra, the Miami Symphony Orchestra, the University of Miami Wind Ensemble, Dominion Brass, members of the U.S. Marine Band, and others. He has also enjoyed world premieres in prestigious venues such as Carnegie Hall.

As a conductor, Mr. Balmages enjoys engagements with numerous all-state and regional honor bands and orchestras, university groups, and professional ensembles throughout the country. Notable guest conducting appearances have included the Midwest Clinic, College Band Directors Regional Conference, Mid-Atlantic Wind Conductors Conference, the Atlantic Classical Orchestra Brass Ensemble, and Meyerhoff Symphony Hall in Baltimore. He has also served as an adjunct professor of instrumental conducting and acting director of the symphonic band at Towson University in Maryland.

Currently, Mr. Balmages is the Director of Instrumental Publications for The FJH Music Company Inc. in Fort Lauderdale, Florida. He resides in Baltimore with his wife, Lisa, and their sons, Jacob and Collin.

## About the Music

This fun work was inspired by the boundless imagination of my 4-year-old son, Jacob. It paints a picture of an attic coming alive with mysterious sounds as creatures come out and celebrate nightfall. Beginning very quietly, the music continuously builds as the event becomes more and more chaotic. Finally, as dawn approaches, the creatures retreat into the shadows, and quietly wait for the following night's celebration to begin.

My family loves to read books together before bedtime. It is in this light that I offer the following prose, which may be shared with the audience by a student or faculty member just before the performance to set the mood.

### **Creatures in the Attic**

I have a little secret  
That I'll no longer keep,  
Explaining lots of little sounds  
When everyone's asleep.

Is that wind I hear outside?  
Or knocking at the door?  
They just may be my fuzzy friends  
Making noise between each snore.

They start off very quietly  
When all the lights go out;  
They check to make sure no one's watching,  
Then start to dance about.

Pretty soon they're going crazy!  
A midnight celebration!  
I'm glad they're having so much fun,  
But where's *my* invitation?

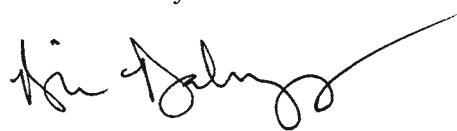
As soon as dawn approaches,  
They start to settle down;  
Putting all their toys away,  
They cease to make a sound.

And then we wake up wondering:  
Was it creaking or TV static?  
Others may wonder, but now you know;  
It's just the creatures in the attic.

### **Performance Notes**

The opening knocking sound can be created by having a student knock on the top of a desk. For a bit more projection, experiment by hitting a large piece of wood (such as a broomstick or two-by-four) against a wooden floor or board. Use your imagination to create the perfect sound for your group. At measure 25, many students are given the opportunity to play any note. This can be a note already learned or a new one. (Clarinets can practice notes over the break, for example.) The key clicks toward the end simply refer to woodwinds clicking the keys on the instrument to create a crackling or clicking type of sound. They can all be at random speeds to create a nice effect.

The supplemental exercises give everyone an occasion to learn melody and bass line. Once students have learned this, they can practice both together as a duet or full ensemble. It is an excellent way to teach how a melody and bass line come together to form a piece.



**BRIAN BALMAGES**  
(ASCAP)

**Mysteriously (♩ = 96)**[illegible]

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9

Fl.

Ob.

mp

Cl.

B. Cl.

A. Sax.

T. Sax.

B. Sax.

9

Tpt.

Hn.

Tbn.  
Bar./  
Euph.  
Bsn.

Tuba

Bells

Perc. 1

Perc. 2

6 7 8 10

div.

mp

Fl.

Ob.

Cl.

B. Cl.

A. Sax. *div.*

T. Sax.

B. Sax.

Tpt.

Hn.

Tbn.  
Bar./  
Euph.  
Bsn.

Tuba

Bells

Perc. 1

Perc. 2

11 12 13 14 15

17

Fl.

Ob.

Cl.

B. Cl.

A. Sax.

T. Sax.

B. Sax.

Tpt.

Hn.

Tbn.  
Bar./  
Euph.  
Bsn.

Tuba

Bells

Perc. 1

Perc. 2

Vibraslap

Tambourine

div.

*mf*

(gliss. and position  
indications for Tbn. only)

6 6 4

6 4

(shake)

16 18 19 20

Fl. *div.* *div.* play any note! *f* play any note!

Ob. *f* play any note!

Cl. *div.* *div.* *f* play any note!

B. Cl. *f*

A. Sax. *div.* *div.* *div.* play any note! *f* play any note!

T. Sax. *f*

B. Sax. *f*

Tpt. *div.* *div.* play any note! *f* play any note!

Hn. *f*

Tbn. Bar./ Euph. Bsn. 6 6 4 *f*

Tuba *f* play any note!

Bells *f*

Perc. 1 *f* Cr. Cym.

Perc. 2 *f*

21 22 23 24 25 *f*



27

Fl.

Ob.

Cl.

B. Cl.

A. Sax.

T. Sax.

B. Sax.

Tpt.

Hn.

Tbn.  
Bar./  
Euph.  
Bsn.

Tuba

Bells

Perc. 1

Perc. 2

as written

as written

as written

as written

26

28

29

30

as written

Fl.

as written

Ob.

as written

Cl.

B. Cl.

A. Sax.

play any note!

as written

T. Sax.

play any note!

as written

B. Sax.

play any note!

Tpt.

as written

Hn.

play any note!

as written

Tbn.  
Bar./  
Euph.  
Bsn.

Tuba

as written

Bells

Perc. 1

Perc. 2

31 32 33 34 35

37

random key clicks

play

Fl.

*mp*

*p*

Ob.

*mp*

random key clicks

play

*p*

Cl.

*mp*

random key clicks

play

*p*

B. Cl.

*mp*

*p*

A. Sax.

*mp*

random key clicks

play

*p*

T. Sax.

*mp*

random key clicks

play

*p*

B. Sax.

*mp*

*p*

37

blow air through instrument, wiggle valves

play

*p*

Tpt.

*mp*

blow air through instrument, wiggle valves

play

*p*

Hn.

*mp*

*p*

Tbn. Bar./ Euph. Bsn.

*mp*

*p*

Tuba

*mp*

*p*

Bells

*mp*

Perc. 1

*mp*

*p*

W.D., knocking sound

Perc. 2

36 *mp* 38 39 *p*

# Musical Jumpstart

SUPPLEMENTARY MATERIAL

After learning the melody and bass lines separately, divide the class or pair up with a friend to play them both at the same time.

No. 1: Melody

Fl. *mp*

Ob. *mp*

Cl. *mp*

B. Cl. *mp*

A. Sax. *mp*

T. Sax. *mp*

B. Sax. *mp*

No. 1: Melody

Tpt. *mp*

Hn. *mp*

Tbn. Bar./ Euph. Bsn. *mp*

Tuba *mp*

Bells *mp*

Perc. 1 *mp*

Perc. 2 *mp*

S.D. *mp*

B.D. *mp*

Tamb. *mp*

W.D., knocking sound

2 3 4

Fl.

Ob.

Cl.

B. Cl.

A. Sax.

T. Sax.

B. Sax.

Tpt.

Hn.

Tbn.  
Bar./  
Euph.  
Bsn.

Tuba

Bells

Perc. 1

Perc. 2

5

6

7

8

Vbslp.

No. 2: Bass Line

Fl. *mp*

Ob. *mp*

Cl. *mp*

B. Cl. *mp*

A. Sax. *mp*

T. Sax. *mp*

B. Sax. *mp*

No. 2: Bass Line

Tpt. *mp*

Hn. *mp*

Tbn. Bar./ Euph. Bsn. *mp*

Tuba *mp*

Bells *mp*

Perc. 1

Perc. 2 *mp*

W.D., knocking sound

2 3 4

Fl.

Ob.

Cl.

B. Cl.

A. Sax.

T. Sax.

B. Sax.

Tpt.

Hn.

Tbn.  
Bar./  
Euph.  
Bsn.

Tuba

Bells

Perc. 1

Perc. 2

S.D.

B.D.

*mp*

Cr. Cym.

5 6 7 8