

Wynton Marsalis, Managing and Artistic Director, Jazz at Lincoln Center

Dameron Stomp

Tadd Dameron and Harlan Leonard

Arranged by Tadd Dameron

As performed by Harlan Leonard and his Rockets

Transcribed and Edited by Mark Lopeman for Jazz at Lincoln Center

Full Score

This transcription was made especially for Jazz at Lincoln Center's 2016-17
Twenty-Second Annual *Essentially Ellington* High School Jazz Band Program.

Jazz at Lincoln Center and Alfred Music gratefully acknowledge the cooperation
and support provided in the publication of this year's *Essentially Ellington* music series:

Founding leadership support for *Essentially Ellington* is provided by The Jack and Susan Rudin Educational and Scholarship Fund.

Major support is provided by Jessica and Natan Bibliowicz, Alfred and Gail Engelberg, Casey Lipscomb,

Dr. J. Douglas White and the King-White Family Foundation, Augustine Foundation, Ella Fitzgerald Charitable
Foundation, Charles Evans Hughes Memorial Foundation, and the Harold and Mimi Steinberg Charitable Trust.

NOTES ON PLAYING ELLINGTON

At least 95% of modern-day large ensemble jazz playing comes out of three traditions: Count Basie's band, Duke Ellington's band, and the orchestrations of small groups. Those young players interested in jazz will be drawn to small groups for the opportunity to improvise and for practical reasons (it is much easier to organize 4 or 5 people than it is 15). Schools have taken over the task (formerly performed by dance bands) of training musicians to be ensemble players. Due to the Basie Band's popularity and its simplicity of style and emphasis on blues and swing, the better educators have almost exclusively adopted this tradition for teaching jazz ensemble playing. As wonderful as Count Basie's style is, it doesn't address many of the important styles developed under the great musical umbrella we call jazz. Duke Ellington's comprehensive and eclectic approach to music offers an alternative.

The stylistic richness of Ellington's music presents a great challenge to educators and performers alike. In Basie's music, the conventions are very nearly consistent. In Ellington's music there are many more exceptions to the rules. This calls for greater knowledge of the language of jazz. Clark Terry, who left Count Basie's band to join Duke Ellington, said, "Count Basie was college, but Duke Ellington was graduate school." Knowledge of Ellington's music prepares you to play any big band music.

The following is a list of performance conventions for the great majority of Ellington's music. Any deviations or additions will be spelled out in the individual performance notes which follow.

1. Listen carefully many times to the Ellington recording of these pieces. There are many subtleties that will elude even the most sophisticated listener at first. Although it was never Ellington's wish to have his recordings imitated, knowledge of these definitive versions will lead musicians to make more educated choices when creating new performances. Ellington's music, though written for specific individuals, is designed to inspire all musicians to express themselves. In addition, you will hear slight note differences in the recording and the transcriptions. This is intentional, as there are mistakes and alterations from the original intent of the music in the recording. You should have your players play what's in the score.
2. General use of swing phrasing. The triplet feel prevails except for ballads or where notations such as even eighths or Latin appear. In these cases, eighth notes are given equal value.
3. There is a chain of command in ensemble playing. The lead players in each section determine the phrasing and volume for their own section, and their section-mates must conform to the lead. When the saxes and / or trombones play with the trumpets, the lead trumpet is the boss. The lead alto and trombone must listen to the first trumpet and follow him. In turn, the other saxes and trombones must follow their lead players. When the clarinet leads the brass section, the brass should not overblow him. That means that the first trumpet is actually playing "second." If this is done effectively, there will be very little balancing work left for the conductor.

4. In Ellington's music, each player should express the individuality of his own line. He must find a musical balance of supporting and following the section leader and bringing out the character of the underpart. Each player should be encouraged to express his or her personality through the music. In this music, the underparts are played at the same volume and with the same conviction as the lead.
5. Blues inflection should permeate all parts at all times, not just when these opportunities occur in the lead.
6. Vibrato is used quite a bit to warm up the sound. Saxes (who most frequently represent the sensual side of things) usually employ vibrato on harmonized passages and no vibrato on unisons. The vibrato can be either heavy or light depending on the context. Occasionally saxes use a light vibrato on unisons. Trumpets (who very often are used for heat and power) use a little vibrato on harmonized passages and no vibrato on unisons. Trombones (who are usually noble) do not use slide vibrato. A little lip vibrato is good on harmonized passages at times. Try to match the speed of vibrato. In general unisons are played with no vibrato.
7. Crescendo as you ascend and diminuendo as you descend. The upper notes of phrases receive a natural accent and the lower notes are ghosted. Alto and tenor saxophones need to use sub-tone in the lower part of their range in order to blend properly with the rest of the section. This music was originally written with no dynamics. It pretty much follows the natural tendencies of the instruments; play loud in the loud part of the instrument and soft in the soft part of the instrument. For instance, a high C for a trumpet will be loud and a low C will be soft.
8. Quarter notes are generally played short unless otherwise notated. Long marks above or below a pitch indicate full value: not just long, but full value. Eighth notes are played full value except when followed by a rest or otherwise notated. All notes longer than a quarter note are played full value, which means if it is followed by a rest, release the note where the rest appears. For example, a half note occurring on beat one of a measure would be released on beat three.
9. Unless they are part of a legato background figure, long notes should be played somewhat *fp* (forte-piano); accent then diminish the volume. This is important so that the moving parts can be heard over the sustained notes. Don't just hold out the long notes, but give them life and personality: that is, vibrato, inflection, crescendo, or diminuendo. There is a great deal of inflection in this music, and much of this is highly interpretive. Straight or curved lines imply non-pitched glisses, and wavy lines mean scalar (chromatic or diatonic) glisses. In general, all rhythmic figures need to be accented. Accents give the music life and swing. This is very important.
10. Ellington's music is about individuality: one person per part—do not double up because you have extra players or need more strength.

More than one on a part makes it sound more like a concert band and less like a jazz band.

11. This is acoustic music. Keep amplification to an absolute minimum; in the best halls, almost no amplification should be necessary. Everyone needs to develop a big sound. It is the conductor's job to balance the band. When a guitar is used, it should be a hollow-body, unamplified rhythm guitar. Simple three-note voicings should be used throughout. An acoustic string bass is a must. In mediocre or poorly designed halls, the bass and piano may need a bit of a boost. I recommend miking them and putting them through the house sound system. This should provide a much better tone than an amplifier. Keep in mind that the rhythm section's primary function is to accompany. The bass should not be as loud as a trumpet. That is unnatural and leads to over-amplification, bad tone, and limited dynamics. Stay away from monitors. They provide a false sense of balance.
12. We have included chord changes on all rhythm section parts so that students can better understand the overall form of each composition. It is incumbent upon the director to make clear what is a composed part versus a part to be improvised. The recordings should make this clear but in instances where it is not; use your best judgment and play something that sounds good, is swinging, and is stylistically appropriate to the piece. Sometimes, a student may not have the technical skill to perform a difficult transcription, especially in the case of one of Duke's solos, in that case, it is best to have the student work something out that is appropriate. Written passages should be studied and earned when possible, as they are an important part of our jazz heritage and help the player understand the function of his particular solo or accompaniment. All soloists should learn the chord changes. Solos should be looked at as an opportunity to further develop the interesting thematic material that Ellington has provided.
13. The notation of plungers for the brass means a rubber toilet plunger bought in a hardware store. Kirckhill is a very good brand (especially if you can find one of their old hard rubber ones, like the one I loaned Wynton and he lost). Trumpets use 5" diameter and trombones use 6" diameter. Where Plunger/Mute is notated, insert a pixie mute in the bell and use the plunger over the mute. Pixies are available from Humes & Berg in Chicago. Tricky Sam Nanton and his successors in the Ellington plunger trombone chair did not use pixies. Rather, each of them employed a Nonpareil (that's the brand name) trumpet straight mute. Nonpareil has gone out of business, but the Tom Crown Nonpareil trumpet straight mute is very close to the same thing. These mute/plunger combinations create a wonderful sound (very close to the human voice), but they also can create some intonation problems which must be corrected by the lip or by using alternate slide positions. It would be easier to move the tuning slide, but part of the sound is in the struggle to correct the pitch. If this proves too much, stick with the pixie—it's pretty close.

14. The drummer is the de facto leader of the band. He establishes the beat and controls the volume of the ensemble. For big band playing, the drummer needs to use a larger bass drum than he would for small group drumming. A 22" or 24" is preferred. The bass drum is played softly (nearly inaudible) on each beat. This is called feathering the bass drum. It provides a very important bottom to the band. The bass drum sound is not a boom and not a thud—it's in between. The larger size drum is necessary for the kicks; a smaller drum just won't be heard. The key to this style is to just keep time. A rim knock on two and four (chopping wood) is used to lock in the swing. When it comes to playing fills, the fewer, the better.
15. The horn players should stand for their solos and solis. Brass players should come down front for moderate to long solos, surrounding rests permitting. The same applies to the pep section (two trumpets and one trombone in plunger/mutes).
16. Horns should pay close attention to attacks and releases. Everyone should hit together and release together.
17. Above all, everyone's focus should remain at all times on the swing. As the great bassist Chuck Israels says, "The three most important things in jazz are rhythm, rhythm, and rhythm, in that order." Or as Bubber Miley (Ellington's first star trumpeter) said, "It don't mean a thing if it ain't got that swing."

GLOSSARY

The following are terms which describe conventions of jazz performance, from traditional New Orleans to the present avant garde.

Break • within the context of an ongoing time feel, the rhythm section stops for one, two, or four bars. Very often a soloist will improvise during a break.

Call and response • repetitive pattern of contrasting exchanges (derived from the church procedure of the minister making a statement and the congregation answering with "amen"). Call-and-response patterns usually pit one group of instruments against another. Sometimes we call this "trading fours," "trading twos," etc., especially when it involves improvisation. The numbers denote the amount of measures each soloist or group plays. Another term frequently used is "swapping fours."

Coda • also known as the "outro." "Tags" or "tag endings" are outgrowths of vaudeville bows that are frequently used as codas. They most often use deceptive cadences that finally resolve to the tonic or they go from the sub-dominant and cycle back to the tonic.

Comp • improvise accompaniment (for piano or guitar).

Groove • the composite rhythm. This generally refers to the combined repetitive rhythmic patterns of the drums, bass, piano, and guitar, but may also include repetitive patterns in the horns. Some grooves are standard (i.e., swing, bossa nova, samba), while others are manufactured (original combinations of rhythms).

Head • melody chorus.

Interlude • a different form (of relatively short length) sandwiched between two chorus forms. Interludes that set up a key change are simply called modulations.

Intro • short for introduction.

Ride pattern • the most common repetitive figure played by the drummer's right hand on the ride cymbal or hi-hat.



Riff • a repeated melodic figure. Very often, riffs repeat verbatim or with slight alterations while the harmonies change underneath them.

Shout chorus • also known as the "out chorus," the "sock chorus," or sometimes shortened to just "the shout." It is the final ensemble passage of most big band charts and where the climax most often happens.

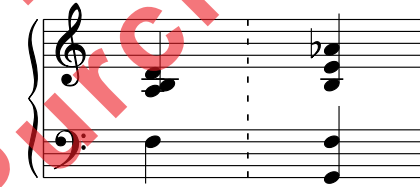
Soli • a harmonized passage for two or more instruments playing the same rhythm. It is customary for horn players to stand up or even move in front of the band when playing these passages. This is done so that the audience can hear them better and to provide the audience with some visual interest. A soli sound particular to Ellington's music combines two trumpets and trombone in plungers/mutes in triadic harmony. This is called the "pep section."

Stop time • a regular pattern of short breaks (usually filled in by a soloist).

Swing • the perfect confluence of rhythmic tension and relaxation in music creating a feeling euphoria and characterized by accented weak beats (a democratization of the beat) and eighth notes that are played as the first and third eighth notes of an eighth-note triplet. Duke Ellington's definition of swing: when the music feels like it is getting faster, but it isn't.

Vamp • a repeated two- or four-bar chord progression. Very often, there may be a riff or riffs played on the vamp.

Voicing • the specific spacing, inversion, and choice of notes that make up a chord. For instance, two voicings for G7 could be:



Note that the first voicing includes a 9th and the second voicing includes a 9th and a 13th. The addition of 9ths, 11ths, 13ths, and alterations are up to the discretion of the pianist and soloist.

THE FOUR ELEMENTS OF MUSIC

The following are placed in their order of importance in jazz. We should never lose perspective on this order of priority.

Rhythm • meter, tempo, groove, and form, including both melodic rhythm and harmonic rhythm (the speed and regularity of the chord changes).

Melody • a tune or series of pitches.

Harmony • chords and voicings.

Orchestration • instrumentation and tone colors.

—David Berger

DAMERON STOMP • INSTRUMENTATION

Reed 1 – Alto Sax

Reed 2 – Alto Sax

Reed 3 – Tenor Sax

Reed 4 – Tenor Sax

Trumpet 1

Trumpet 2

Trumpet 3

Trombone 1

Trombone 2

Guitar – Acoustic

Piano

Bass

Drums

ORIGINAL RECORDING INFORMATION

Composer • Tadd Dameron and Harlan Leonard

Arranger • Tadd Dameron

Recorded • November 13, 1940 in Chicago

Master # • BSO53638-2

Original Issue • RCA LPV-531 (*Harlan Leonard and his Rockets*) [LP]

Currently available on CD • *Classics 670 (Harlan Leonard and his Rockets, 1940)*

Currently available as digital download • Amazon/iTunes (*Kansas City Jazz*)

Personnel • Harlan Leonard (leader, reeds); Edward Johnson, William H. Smith, James Ross (trumpet); Walter Monroe, Richard Henderson (trombone); Darwin Jones (alto sax); Henry Bridges, Jimmy Keith (tenor sax); William S. Smith (piano); Stanley Morgan (guitar); Winston Williams (bass); Jesse Price (drums)

Soloists • James Ross (trumpet); Henry Bridges (tenor sax), Jimmy Keith (tenor sax), Henry Bridges (tenor sax); Walter Monroe (trombone); William H. Smith (trumpet)

REHEARSAL NOTES

- Tadd Dameron (1917–65) wrote some of the most melodic tunes of the Bebop era, and was also a masterful arranger for bands of all sizes, from quintets to big bands. Many of the most memorable pieces that Dizzy Gillespie's big band of the 1940s recorded were by Dameron. He wrote with a less angular and more traditional melodic sense than Gillespie, Monk, and Parker. As a pianist, he was not a soloist but a fine accompanist for the musicians who played

his music. It's generally accepted that Dameron's small group recordings for the Blue Note label in the late 1940s that feature trumpeter Fats Navarro are among the most important and influential of the era.

- After gaining a local reputation in his native Cleveland, Ohio, Dameron came to national attention through his writing for the Kansas City-based Harlan Leonard Orchestra in 1940. Within a few years he had worked for both Jimmie Lunceford and Count Basie. Charlie Parker and Dizzy Gillespie fell in love with Dameron's writing when they were all in the Billy Eckstine big band in late 1944. They embraced Dameron's compositions as they created their music and his reputation grew. **Dameron Stomp** was recorded by Leonard in 1940. It is one of his earliest pieces and reveals his admiration for the contemporary work of writers such as Eddie Durham and Andy Gibson. Though it is light on melodic material, it develops a series of riffs with mastery and cleverness.
- A firm grasp on the levels of dynamics and intensity is essential to making the most of this piece—without it, it will just be a succession of riffs and solos. Start by having the band highlight every dynamic marking in the piece, starting with the < >'s in the introduction. Work with brass on making them measure by measure so that it's obvious to the ear. Decide how the *fp*'s are going to be played, and rehearse the sections until they are in perfect sync.
- The best way to nail down the back and forth horn figures at **A** will be to have the horns rehearse with a metronome or at least without the rhythm section, until they have it lined up perfectly. The rhythm section should be like the icing on the cake, not something to be leaned on. Sax notes in measure 5–6 are separated. The band should exaggerate the *f* in measure 7 and the > that follows it. Same goes for the next 8 bars, as well as the last of the chorus.
- Make sure that the half notes at **B** are precisely on the beat—the slightest rushing will destroy the effect. The drummer may want to underline these notes lightly on the bass drum, as notated on the score.
- **D** is a four bar interlude between the choruses—make it sound different from what comes before and what comes after—that's not hard since it's suddenly louder and that **E** is played at a softer volume.
- It will help the rhythm section to think of each chorus as though it were a new chapter in a book. Create new textures and sounds and varying levels of intensity for each one. The drummer can change cymbals, the bass can adjust the register—these are just two examples of changes to make to ensure that it never sounds the same the whole through the chart.
- Saxes should be very precise with the various note markings during their soli at **F**. They create the variety that is essential to making the music happen. The rhythm section can also modulate to a different mood for the soli and then return to where they were for the trumpet solo.

- Brass at **H** must focus on precise downbeat attacks, as at **B**. Work at getting the same attack, vibrato, and cutoffs. This will make it easier for the third trombone to play the low answers.

- The subtle cymbal crashes or swells that happen at **K** will add a lot to the sound of the band; little touches like that mean a lot. The rhythm section can also make a nice change in tone for each of the short trombone solos.

- As the chart continues, the horns and rhythm section should pay close attention to all the dynamic shifts—it's always worth repeating that in all of the classic big band music, it's the changes in intensity and dynamics that keep things moving and interesting, chorus to chorus.

—Loren Schoenberg

To listen to original recordings, view interactive videos of Wynton Marsalis leading the Jazz at Lincoln Center Orchestra in rehearsals, and obtain rehearsal guides for the *Essentially Ellington 2016–17* repertoire please visit jazz.org/EE.

CONDUCTOR

Jazz at Lincoln Center Library - Essentially Ellington

DAMERON STOMP

Tadd Dameron and Harlan Leonard

Arranged by Tadd Dameron

Transcribed by Mark Lopeman

Fast Swing Tempo ♩ = 218

The musical score is arranged for a jazz ensemble. It includes parts for:

- Reed 1: Alto Sax (mf)
- Reed 2: Alto Sax (mf)
- Reed 3: Tenor Sax (mf)
- Reed 4: Tenor Sax (mf)
- Trumpet 1, 2, 3: (fp)
- Trombone 1, 2: (fp)
- Guitar: Eb13, D13, Db13, C13
- Piano: (Grand staff)
- Bass: (Bass staff)
- Drums: (Drum staff)

The score is in 4/4 time with a key signature of one sharp (F#). A large red watermark 'Preview Only - Legal Use Requires Purchase' is overlaid diagonally across the page.

Dameron Stomp

A

The musical score is arranged in a standard orchestral layout. It includes parts for Alto (two staves), Tenor (two staves), Tpts. 1, 2, and 3, Tbns. 1 and 2, Gtr., Pno., Bs., and Drs. The score is in 4/4 time with a key signature of one sharp (F#). A large red watermark reading "Preview Only - Legal Use Requires Purchase" is overlaid diagonally across the page. The score begins with a boxed letter 'A' in the first measure. The guitar part includes a series of chords: C9, Db9, C9, Db9, C9, Gb9, F, Dm7, Gm7, C7, F, F9, E9, Db9, C9. The brass and woodwind parts feature various rhythmic patterns, including eighth and sixteenth notes, and rests. The string parts provide a steady accompaniment. The dynamic marking 'f' (forte) is used in several places, particularly in the later measures of the section.

Dameron Stomp

The musical score is arranged in a standard orchestral format. It includes parts for Alto (two staves), Tenor (two staves), Tpts. 1, 2, and 3, Tbn. 1 and 2, Gtr., Pno., Bs., and Drs. The score is written in 2/4 time with a key signature of one sharp (F#). Dynamic markings of *mf* and *f* are used throughout. A large red watermark 'Preview Only - Legal Use Requires Purchase' is overlaid diagonally across the score. A guitar chord chart is provided below the guitar staff, listing chords: C9, Db9, C9, Db9, C9, Gb9, F, Dm7, Gm7, C7, F6.

Dameron Stomp

B

The musical score is arranged in a standard orchestral layout. It includes parts for Alto (two staves), Tenor (two staves), Tpts. 1, 2, and 3, Tbn. 1 and 2, Gtr., Pno. (Grand Staff), Bs., and Drs. The score is in 4/4 time and features a variety of musical notations including dynamics (mf, f), articulation (accents), and phrasing slurs. A large red watermark reading 'Preview Only' is overlaid diagonally across the score.

Dameron Stomp

C

Musical score for "Dameron Stomp" featuring Alto, Tenor, Tpts, Tbns, Gtr, Pno, Bs, and Drs. The score includes dynamic markings such as *mf* and *f*, and a large red watermark reading "Preview Only Requires Purchase".

Alto
mf
f

Alto
mf
f

Tenor
mf
f

Tenor
mf
f

Tpts. 1
mf
f

2
mf
f

3
mf
f

Tbns. 1
mf
f

2
mf
f

Gtr.
C9 Db9 C9 Db9 C9 Gb9 F Dm7 Gm7 C7 F C7 Gb9 F

Pno.

Bs.

Drs.

Dameron Stomp

Score for Dameron Stomp, page 6. The score includes parts for Alto, Tenor, Tpts. 1-3, Tbn. 1-2, Gtr., Pno., Bs., and Drs. The key signature is one sharp (F#) and the time signature is 4/4. The score is divided into two sections, D and E. Section D spans measures 1-4, and Section E spans measures 5-8. A large red watermark "Preview Only" is overlaid diagonally across the page. A "Solo" marking is present above the Tpt. 2 staff in measure 5. Chord symbols are provided for the guitar part: F°, Db7, C7, F, C7, Db7, C7, Db7, C7, C7+5. The Alto and Tenor parts are marked with *mp* (mezzo-piano) in measure 5. The Bass part has a "(tpt solo)" marking in measure 5. The Drum part has a "(tpt solo)" marking in measure 5.

Dameron Stomp

The musical score is arranged in a standard orchestral layout. It includes parts for Alto (two staves), Tenor (two staves), Trumpets (three staves), Trombones (two staves), Guitar, Piano, Bass, and Drums. The key signature is one sharp (F#) and the time signature is 4/4. The score is divided into measures by vertical bar lines. A large, diagonal red watermark reading "Preview Only" is overlaid across the center of the page, and "Legal Use Requires Purchase" is written below it.

Chord chart for the guitar part:

G	Am7	D7+5	G	Em7	Eb7	D7	D7	Eb7	D7	Eb7	D7	D7+5	
F	Dm7	Gm7	C7+5	F	Dm7	Db7	C7	C7	Db7	C7	Db7	C7	C7+5

Dameron Stomp

The musical score is arranged for a vocal quartet and a jazz band. The vocal parts (Alto and Tenor) feature a melodic line with a **f** dynamic and a **sol** section starting in the fifth measure. The instrumental parts include:

- Tpts. 1 & 2:** Trumpets 1 and 2 play a rhythmic accompaniment with notes G, Em7, Am7, D7+5, G, and G7.
- Tbns. 1 & 2:** Trombones 1 and 2 are silent throughout this section.
- Gtr.:** Guitar provides a rhythmic accompaniment with chords F, Dm7, Gm7, C7+5, F, F7, Gb7, F, F7, Gb7, F7, Gb7, and F7.
- Pno.:** Piano provides a rhythmic accompaniment.
- Bs.:** Bass line follows the harmonic structure of the guitar and piano.
- Drs.:** Drums provide a steady rhythmic accompaniment.

A large red watermark reading "Preview Only" is overlaid diagonally across the score. A specific chord **F** is boxed above the vocal soloist's entry in the fifth measure.

Dameron Stomp

Musical score for 'Dameron Stomp'. The score includes parts for Alto, Tenor, Tpts. 1 & 2 & 3, Tbns. 1 & 2, Gtr., Pno., Bs., and Drs. The key signature is one sharp (F#) and the time signature is 4/4. A rehearsal mark 'G' is present above the first vocal staff. Dynamics include *mp*. A 'Solo' section is marked for the second trumpet part. Chord symbols are provided for guitar and piano parts: Bb7, Eb7, D7, Db7, C7, C7, Db7, C7, Db7, C7, C7+5. A '(tpt solo)' instruction is located below the bass line.

Dameron Stomp

Alto

Alto

Tenor

Tenor

Tpts. 1

2

3

Tbns. 1

2

Gtr.

Pno.

Bs.

Drs.

[H]

f

f

f

f

mf

mf

mf

mf

mf

mf

Solo D7

E \flat 7

D7 3

E \flat 7

D7 3

E \flat 7

A \flat 7

G

Em7

Am7

D7+5

G

(end solo)

F

Dm7

Gm7

C7+5

F

C7

D \flat 7

C7

D \flat 7

C7

D \flat 7

G \flat 7

(tenor solo)

Legal Use Requires Purchase

This musical score is for the piece "Dameron Stomp" and is page 11 of the document. It features a variety of instruments and parts:

- Alto:** Two staves, both of which are currently blank.
- Tenor:** Two staves. The upper staff contains a melodic line with notes and rests, accompanied by a series of chords: G, Em7, Am7, D7, G, Eb7, D7, D7, Eb7, D7, Eb7, D7, Eb7, and Ab7. The lower staff is blank.
- Tpts. 1, 2, 3:** Three staves for the trumpet section. They play a rhythmic pattern of eighth notes. The first staff has a *mf* dynamic marking. The second and third staves also have *mf* markings.
- Tbns. 1, 2:** Two staves for the trombone section. They play a rhythmic pattern of eighth notes. The first staff has a *mf* dynamic marking. The second staff also has a *mf* marking.
- Gtr.:** A guitar staff with a slash indicating a rhythmic pattern. Chord changes are indicated below the staff: F, Dm7, Gm7, C7, F, Db7, C7, C7, Db7, C7, Db7, C7, Db7, and Gb7.
- Pno.:** Piano part with a slash indicating a rhythmic pattern.
- Bs.:** Bass line with a rhythmic pattern of eighth notes.
- Drs.:** Drum part with a slash indicating a rhythmic pattern.

A large, diagonal red watermark reading "Preview Only" is overlaid across the entire score, with the text "Legal Use Requires Purchase" written below it.

I

The musical score is arranged in a standard orchestral layout. The top two staves are for Alto. The next two are for Tenor, with the upper staff containing a melodic line and the lower staff containing a solo section starting with a 'Solo' marking and a '3' indicating a triplet. Below these are three staves for Trumpets (Tpts. 1, 2, 3). The next two are for Trombones (Tbns. 1, 2). The Guitar (Gtr.) staff shows a sequence of chords: F, Dm7, Gm7, C7, F, Gb7, F7, Gb7, F7, Gb7, F7. The Piano (Pno.) part is indicated by a grand staff with diagonal lines. The Bass (Bs.) and Drums (Drs.) parts are at the bottom, with the drums showing a rhythmic pattern of diagonal lines.

Preview Only
Legal Use Requires Purchase

J

The musical score is arranged in a standard orchestral format with the following parts from top to bottom:

- Alto (Two staves)
- Tenor (Two staves)
- Tpts. 1, 2, 3 (Three staves)
- Tbns. 1, 2 (Two staves)
- Gtr. (Guitar)
- Pno. (Piano)
- Bs. (Bass)
- Drs. (Drums)

Key features of the score include:

- Chord Progressions:** Chords are indicated above the Tenor and Guitar staves. Tenor chords include C7, F7, E7, Eb7, and D7. Guitar chords include Bb7, Eb7, D7, Db7, C7, Db7, and Gb7.
- Solo Section:** A 'Solo D7' section begins in the fifth measure, primarily featuring the Tenor part.
- Dynamic Markings:** *mf* (mezzo-forte) is marked for the Tpts. 1, 2, 3, and Bs. parts during the solo section.
- Performance Indicators:** Accents (>) are placed over notes in the Tenor and Tpts. parts.
- Drum Part:** The Drums part consists of a steady rhythmic pattern of eighth notes.

Alto

Alto

Tenor

Tenor

Tpts. 1

2

3

Tbns. 1

2

Gtr.

Pno.

Bs.

Drs.

[L]

mf *f*

mf *f*

mf *f*

fp *fp* *mf* *f*

fp *fp* *mf* *f*

fp *fp* *mf* *f*

fp *fp* *mf* *f*

Db13 C13 C7 Db7 C7 Db7 C7 C7+5

(ensemble)

Musical score for 'Dameron Stomp' featuring Alto, Tenor, Tpts., Tbn., Gtr., Pno., Bs., and Drs. The score includes various dynamics such as *mp* and *f*. A large red watermark 'Preview Only Requires Purchase' is overlaid on the score.

Alto *mp* *f*

Tenor *mp* *f*

Tpts. 1 2 3

Tbn. 1 Solo F Dm7 Gm7 C7+5 F Dm7 Db7 C7

Tbn. 2

Gtr. F Dm7 Gm7 C7+5 F Dm7 Db7 C7 C7 Db7 C7 C7+5

Pno.

Bs.

Drs. (tbn solo) (ensemble)

Musical score for Dameron Stomp, page 17. The score includes parts for Alto, Tenor, Tpts. 1-3, Tbn. 1-2, Gtr., Pno., Bs., and Drs. A large red watermark "Preview Only" is overlaid diagonally across the page. A box labeled "M" is present above the first staff. Chord symbols are provided for the Tbn. and Gtr. parts.

Chord symbols for Tbn. 1:

- F
- Dm7
- Gm7
- C7+5
- F

Chord symbols for Gtr.:

- F
- Dm7
- Gm7
- C7+5
- F
- Gb7
- F7
- Gb7
- F7
- Gb7
- F7

Performance markings include *mp* (mezzo-piano) for the vocal parts, *Solo* for the Tpt. 2 part, and *(tbn solo)* and *(tpt solo)* for the drum parts.

Alto

Alto

Tenor

Tenor

Tpts. 1

2

3

Tbns. 1

2

Gtr.

Pno.

Bs.

Drs.

time

mf

mf

mf

mf

mf

mf

F Dm7 Gm7 C7 F Eb13 Db13 C9 C9 Db9 Db9 C9 Gb9

Legal Use Only Requires Purchase

This musical score is for the piece 'Dameron Stomp'. It is arranged for a vocal ensemble and a jazz band. The vocal parts include two Alto voices, two Tenor voices, and a Drums part. The instrumental parts include Trumpets 1, 2, and 3; Trombones 1 and 2; Guitar; Piano; and Bass. The score is written in 4/4 time with a key signature of one sharp (F#). The music features a strong rhythmic drive with many accents and dynamic markings of *f* (forte). The guitar part includes a series of chords: F, Dm7, Gm7, C7, F, F9, E9, Db9, C9, C13, Gb7-5, and F13. A large red watermark reading 'Preview Only - Legal Use Requires Purchase' is overlaid diagonally across the page.

Preview Only
Legal Use Requires Purchase

Preview Only
Legal Use Requires Purchase

Preview Only
Legal Use Requires Purchase

ESSENTIALLY ELLINGTON

The *Essentially Ellington* High School Jazz Band Program (*EE*) is one of the most unique curriculum resources for high school jazz bands in the United States and abroad. *EE* extends the legacy of Duke Ellington and other seminal big band composers and arrangers by widely disseminating music, in its original arrangements, to high school musicians for study and performance. Utilizing this music challenges students to increase their musical proficiency and knowledge of the jazz language. *EE* consists of the following initiatives and services:

Supplying the Music

Each year Jazz at Lincoln Center (JALC) transcribes, publishes, and distributes original transcriptions and arrangements, along with additional educational materials including recordings and teaching guides, to high school bands in the U.S., Canada, and American schools abroad.

Talking about the Music

Throughout the school year, band directors and students correspond with professional clinicians who answer questions regarding the *EE* music. *EE* strives to foster mentoring relationships through email correspondence, various conference presentations, and the festival weekend.

Professional Feedback

Bands are invited to submit a recording of their performance of the charts either for entry in the competition or for comments only. Every submission receives a thorough written assessment. Bands are also invited to attend *EE* Regional Festivals for an opportunity to perform and receive a workshop.

Finalists and In-School Workshops

Fifteen bands are selected from competition entries to attend the annual Competition & Festival in New York City. To prepare, each finalist band receives an in-school workshop led by a professional musician. Local *EE* members are also invited to attend these workshops.

Competition & Festival

The *EE* year culminates in a three-day festival at Jazz at Lincoln Center's Frederick P. Rose Hall. Students, teachers, and musicians participate in workshops, rehearsals, and performances. The festival concludes with an evening concert that features the three top-placing bands, joining the Jazz at Lincoln Center Orchestra with Wynton Marsalis in concert previewing next year's *EE* repertoire.

Jazz at Lincoln Center Band Director Academy

This professional development session for band directors is designed to enhance their ability to teach and conduct the music of Duke Ellington and other big band composers. Led by prominent jazz educators each summer, this companion program to *EE* integrates performance, history, pedagogy, and discussion into an intensive educational experience for band directors at all levels.

As of May 2016, *EE* has distributed scores to more than 4,800 schools in the U.S. and abroad.

Since 1995, over 648,000 students have been exposed to Duke Ellington's music through the *Essentially Ellington* Program.

JAZZ AT LINCOLN CENTER is dedicated to inspiring and growing audiences for jazz. With the world-renowned Jazz at Lincoln Center Orchestra and a comprehensive array of guest artists, Jazz at Lincoln Center advances a unique vision for the continued development of the art of jazz by producing a year-round schedule of performance, education and broadcast events for audiences of all ages. These productions include concerts, national and international tours, residencies, yearly hall of fame inductions, weekly national radio and television programs, recordings, publications, an annual high school jazz band competition and festival, a band director academy, jazz appreciation curricula for students, music publishing, children's concerts, lectures, adult education courses, student and educator workshops and interactive websites. Under the leadership of Managing and Artistic Director Wynton Marsalis, Chairman Robert J. Appel and Executive Director Greg Scholl, Jazz at Lincoln Center produces thousands of events each season in its home in New York City, Frederick P. Rose Hall, and around the world. For more information, visit jazz.org.

Jazz at Lincoln Center Education

3 Columbus Circle, 12th Floor, New York, NY 10019

Phone: 212-258-9810

Fax: 212-258-9900

E-mail: EE@jazz.org

jazz.org/EE



essentially
ELLINGTON

jazz