

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

Stay On It

Tadd Dameron and Dizzy Gillespie

Arranged by Tadd Dameron

As performed by Count Basie and his Orchestra

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.

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essentially
ELLINGTON

jazz

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.

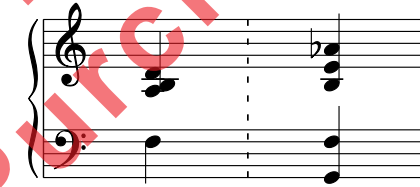
Soli • a harmonized passage for two or more instruments playing the same rhythm. It is customary for horn players to stand up or even move in front of the band when playing these passages. This is done so that the audience can hear them better and to provide the audience with some visual interest. A 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

STAY ON IT • INSTRUMENTATION

Reed 1 – Alto Sax

Reed 2 – Alto Sax

Reed 3 – Tenor Sax

Reed 4 – Tenor Sax

Reed 5 – Bari Sax

Trumpet 1

Trumpet 2

Trumpet 3

Trumpet 4

Trombone 1

Trombone 2

Trombone 3

Trombone 4

Guitar – Acoustic

Piano

Bass

Drums

ORIGINAL RECORDING INFORMATION

Composer • Tadd Dameron and Dizzy Gillespie

Arranger • Tadd Dameron

Recorded • July 31, 1946 in New York

Master # • N/A

Original Issue • CBS 66102 (*The Complete Count Basie, Vols. 11-20*) [LP]

Currently available on CD • Classics 988 (*Count Basie and his Orchestra: 1946-1947*)

Currently available as digital download • Amazon/iTunes (*Count Basie and his Orchestra: 1946-1947*)

Personnel • Count Basie (leader, piano); Emmett Berry, Snooky Young, Harry Edison, Ed Lewis (trumpet); Ted Donnelly, J.J. Johnson, George Matthews, Eli Robinson (trombone); Rudy Rutherford, Preston Love (alto sax); Illinois Jacquet, Buddy Tate (tenor sax); Jack Washington (baritone sax); Freddie Green (guitar); Walter Page (bass); Jo Jones (drums)

Soloists • Illinois Jacquet (tenor sax); Harry Edison (trumpet); Count Basie (piano)

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.
- **Stay On It** was recorded first by the Basie band in 1946 but was not released; it was the 1947 Dizzy Gillespie version that established it as a classic. It's the Basie version that you have here.
- The ensemble sound here is, in so many words, big and fat. Almost all of the ensemble passages are to be played fully, and keep in mind that no matter how intense or exciting you can make it, never lose the concept of the horn tones being warm and round. Yes—big, fat, warm, and round! Never let it get screechy or thin, which can be the outcome of too much excitement and not enough finesse. It can be easy to forget this in the heat of the moment, but it's a quality that separates the great bands from the lesser ones.
- Try having the band (including the rhythm section) sing the introduction all together, to make sure everyone is on the same page, phrasing wise. Do it repeatedly along with the original recording. The brass can play in and out of hats or stand to help with the sudden dynamic changes in the intro.
- In many ways, the melody and the original solo are reminiscent of Ben Webster's solo on Ellington's *Cottontail*. Familiarize yourself with that and the whole band will be in better shape to interpret all of the phrasing in this piece.
- Take time for all of the horns to study all of the phrase markings at **A**—if they are all lined up together, the music will play itself.
- The rhythm section approach is basically the unified Basie approach. Listen to their *Avenue C* and *Queer Street* for inspiration. The drummer Shadow Wilson found a way to play explosively at times without rocking the boat.

- If you use **E** for solos, remember that the goal is to find a meeting place between your own way of playing and the Basie idiom of the original. Knowing the changes is also a prerequisite—without that, the solos can sound like gobbledygook.
- The rhythm section should pace themselves, giving each soloist a chance to start easy and then build. Think of each solo as a new chapter in a book, and find new blends and sounds and ways to create variety; otherwise it gets boring.
- For extra credit, the Gillespie recording has an eight-bar interlude between the sax solo and the trumpet solo at **M**. You might want to transcribe that and add it to the chart. It works either way.
- The most exciting ensemble moment, although it's a brief one, is the sudden dynamic shifts and crescendo at **O**. Rehearse this until it's perfect; it is moments like these that really stand out and say a lot about a band's appreciation of what makes great jazz band writing.
- The saxes should make the most of the quiet background to the piano solo at **R**—they make for a great contrast to the end of the section when the band comes in fully to end the piece.

—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.

A

Alto
Alto
Tenor
Tenor
Bari
Tpts. 1
2
3
4
Tpbs. 1
2
3
4
Gtr.
Pno.
Bs.
Drs.

Bbmaj7 Eb6 Em7(b5) Bbmaj7 Eb6 Gb° Bb7 E7(#9) Eb° Ebm6 C7sus C13 Ab7 Gb7 F7

Stay On It

[B]

Alto
Alto
Tenor
Tenor
Bari
Tpts. 1
2
3
4
Tpbs. 1
2
3
4
Gtr.
Pno.
Bs.
Drs.

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sol
sol
sol
sol
sol

Bbmaj7 Eb6 Em7(b5) Bbmaj7 Eb6 Gb° Bb7 E7(#9) Eb 7/9 Ebm6 C7sus C13 Cm7 F13(b9) Bb6

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C

Alto
Alto
Tenor
Tenor
Bari
Tpts. 1
2
3
4
Tbns. 1
2
3
4
Gtr. Am7 D7(b9) G13 F#13 G13 Abm7 Gm7 C7sus C7(b9) F9 F7(#5)
Pno.
Bs.
Drs.

Stay On It

D

Alto
Alto
Tenor
Tenor
Bari
Tpts. 1
2
3
4
Tbns. 1
2
3
4
Gtr.
Pno.
Bs.
Drs.

Bbmaj7 Eb6 Em7(b5) Bbmaj7 Eb6 Gb° Bb7 E7(#9) Eb° Ebm6 C7sus C13 Cm7 F13(b9) Bb6

E Tenor Sax Solo

The musical score is arranged in a standard orchestral layout. The Tenor Saxophone part features a solo with a melodic line and is supported by a guitar and bass line. The guitar part includes a series of chords: Bb, Cm7, F7, Bb, Em7, F7, Bb7, Eb, Ebm, Bb, F7, and Bb. The bass line provides a steady accompaniment. The piano part includes a melodic line and a bass line. The drums part is marked with a dynamic of *mf*. A large red watermark reading "Preview Only Requires Purchase" is overlaid diagonally across the entire page.

Stay On It

F

The musical score is arranged in a standard orchestral layout. It includes parts for Alto (two staves), Tenor (two staves), Bari (one staff), Tpts. 1-4 (four staves), Tbns. 1-4 (four staves), Gtr. (one staff), Pno. (grand staff), Bs. (one staff), and Drs. (one staff). The Tenor part contains the primary melody with lyrics and is accompanied by various chords: C, Dm7, G7, C, Dm7, G7, C7, F, Fm, C, G7, and C. The Gtr. part features a series of chords: Bb, Cm7, F7, Bb, Cm7, F7, Bb7, Eb, Ebm, Bb, F7, and Bb. The Pno. part shows a bass line and a right-hand accompaniment. The Bs. part provides a steady bass line. The Drs. part consists of a rhythmic pattern. A large red watermark 'Preview Only' is overlaid diagonally across the entire score.

Stay On It

G

The musical score is arranged in a standard orchestral layout. At the top, a box contains the letter 'G', likely indicating the key signature. The instruments are listed on the left: Alto (two staves), Tenor (two staves), Bari (one staff), Tpts. 1-4 (four staves), Tbns. 1-4 (four staves), Gtr. (one staff), Pno. (two staves), Bs. (one staff), and Drs. (one staff). The Tenor 1 staff contains the primary melodic line with notes and rests, and is annotated with chords: E7, F7, E7, Bb7, A7, D7, Eb7, D7, Ab7, G7, and G7 aug. The Gtr. staff shows a sequence of chords: D7, Eb7, D7, Ab7, G7, C7, Db7, C7, Gb7, F7, and F7 aug. A large, diagonal red watermark reading 'Preview Only' is overlaid across the center of the page, with 'Legal Use Requires Purchase' written below it.

Stay On It

[H]

The musical score is arranged in a standard orchestral layout. It includes parts for Alto (two staves), Tenor (two staves), Bari (one staff), Tpts. 1-4 (four staves), Tpbs. 1-4 (four staves), Gtr. (one staff), Pno. (two staves), Bs. (one staff), and Drs. (one staff). The key signature is one sharp (F#) and the time signature is 4/4. The score contains various musical notations such as notes, rests, and dynamic markings. A large red watermark reading 'Preview Only' is overlaid diagonally across the entire page. The watermark also includes the text 'Legal Use Requires Purchase'.

Alto

Tenor

Bari

Tpts. 1

2

3

4

Tpbs. 1

2

3

4

Gtr.

Pno.

Bs.

Drs.

C

Dm7

G7 aug

C

Dm7

G7

C7

F

Fm

C

G7

C

G7 aug

Bb

Cm7

F7 aug

Bb

Cm7

F7

Bb7

Eb

Ebm

Bb

F7

Bb

F7 aug

f

Stay On It

1

Alto

Tenor

Bari

Tpts. 1

2

3

4

Tbns. 1

2

3

4

Gtr.

Pno.

Bs.

Drs.

Chords: C, Dm7, G7 aug, Cmaj7, Dm7, G7, Cmaj7, C7, F, Fm, C, G7, C, G7 aug

Chords: Bb, Cm7, F7 aug, Bbmaj7, Cm7, F7, Bbmaj7, Bb7, Eb, Ebm, Bb, F7, Bb, F7 aug

Stay On It

J

Alto

Alto

Tenor

Tenor

Bari

Tpts. 1

2

3

4

Tbns. 1

2

3

4

Gtr.

Pno.

Bs.

Drs.

C

(smear)

Dm7

G7 aug

Cmaj7

Dm7

G7

Cmaj7

C7

F

Fm

C

G7

C

Bb

Cm7

F7 aug

Bbmaj7

Cm7

F7

Bbmaj7

Bb7

Eb

Ebm

Bb

F7

Bb

(xxoxxxEb)

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K

The musical score is arranged in a standard orchestral layout. It includes parts for Alto (two staves), Tenor (two staves), Bari (one staff), Tpts. 1-4 (four staves), Tpbs. 1-4 (four staves), Gtr. (one staff), Pno. (two staves), Bs. (one staff), and Drs. (one staff). The score is in 4/4 time with a key signature of one sharp (F#). The Tenor part features several measures with notes and rests, accompanied by chord markings: E7, A7, A7 aug, D7, and G7 aug. The Gtr. part has a rhythmic pattern with chord markings: D7, G7, G7 aug, C7, and F7 aug. The Pno. part shows a bass line with notes and rests. The Drs. part has a rhythmic pattern with notes and rests. A large red watermark 'Preview Only' is overlaid diagonally across the score, and the text 'Legal Use Requires Purchase' is written below it.

Stay On It

L

The musical score is arranged for the following instruments and parts:

- Alto (2 staves)
- Tenor (2 staves)
- Bari (1 staff)
- Tpts. 1-4 (4 staves)
- Tbns. 1-4 (4 staves)
- Gtr. (1 staff)
- Pno. (2 staves)
- Bs. (1 staff)
- Drs. (1 staff)

Chord progression for the Tenor part:

C Dm7 G7 aug Cmaj7 Dm7 G7 Cmaj7 C7 F Fm C G7 Gm7 G7 aug C7 (end solo)

Chord progression for the Gtr. part:

Bb Cm7 F7 aug Bbmaj7 Cm7 F7 Bbmaj7 Bb7 Eb Ebm Bb F7 Fm7 F7 aug Bb7 E7(#9) Ebmaj7

Other markings include "Solo" for the Tpts. 2 part and a box around the letter "L" at the beginning of the score.

M Trumpet Solo

The musical score is arranged in a standard orchestral layout. The top section features four staves for Trumpets (Alto, Tenor, Bari, and Tpts. 1-4). The middle section contains four staves for Trombones (Tbns. 1-4). The bottom section includes staves for Guitar (Gtr.), Piano (Pno.), Bass (Bs.), and Drums (Drs.). The Trumpet Solo is marked with a 'M' in a box. The score includes various musical notations such as notes, rests, and slurs. A large red watermark 'Preview Only Requires Purchase' is overlaid diagonally across the page.

Chord progression for Tpts. 1-4:

- 1: Fmaj7, Dm7, Gm7, C13(b9), Fmaj7, D7(#5b9), Gm7, C7(#5b9), F, Bb6, Bbm, Gm7, Cb7(#9), Fmaj7

Chord progression for Gtr.:

- 1: Ebmaj7, Cm7, Fm7, Bb13(b9), Ebmaj7, C7(#5b9), Fm7, Bb7(#5b9), Eb, Ab6, Abm, Fm7, E7(#9), Ebmaj7

P

The musical score is arranged in a standard orchestral layout. It includes parts for Alto (two staves), Tenor (two staves), Bari (one staff), Tpts. 1-4 (two staves), Tpbs. 1-4 (two staves), Gtr. (one staff), Pno. (two staves), Bs. (one staff), and Drs. (one staff). The score is in 4/4 time and features a variety of musical notations, including chords, melodic lines, and dynamics. A large red watermark reading 'Preview Only' is overlaid diagonally across the page. A box containing the letter 'P' is located at the top left of the score.

Chord progression for Gtr. and Pno. (measures 1-16):

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
F	Dm7	Gm7	C7	F	Dm7	Gm7	C7	F	Bb6	Bbm	F	G#o	Gm7	C7	Bb7

Q **Piano Solo**

The musical score is arranged for a large ensemble. It includes vocal parts for Alto, Tenor, and Bari, and a four-part trumpet section (Tpts. 1-4). The brass section consists of four trombones (Tbns. 1-4) and a double bass (Bs.). The rhythm section includes guitar (Gtr.), piano (Pno.), and drums (Drs.). The guitar part features a series of chords: Eb, Cm7, Fm7, Bb7, Abm7, Gm7, F#m7, Fm7, E7(b9), Eb, Eb7, Ab, Abm, Eb, F#°, Bb7, Eb, Bb7. The piano part has a 'Solo' section starting in the 5th measure. The drums part includes dynamics like *mf*, *cresc.*, *p*, and *mp*. The trumpet parts have dynamics like *mp* and *unis.* (unison). The bass part has dynamics like *p* and *mp*. A large red watermark 'Preview Only' and 'Legal Use Requires Purchase' is overlaid diagonally across the page.

Stay On It

R

Alto *mp* *cresc.* *f* *soli*

Alto *mp* *cresc.* *f* *soli*

Tenor *mp* *cresc.* *f* *soli*

Tenor *mp* *cresc.* *f* *soli*

Bari *mp* *cresc.* *f* *soli*

Tpts. 1 *cresc.* *f*

2 *cresc.* *f*

3 *cresc.* *f*

4 *cresc.* *f*

Tbns. 1 *mf* *unis.* *f*

2 *mf* *unis.* *f*

3 *mf* *unis.* *f*

4 *mf* *unis.* *f*

Gtr. Ebmaj7 Cm7 Fm7 Bb7 aug Ebmaj7 Fm7 Bb7 Eb7 Eb13(b9) Ab6 Abm7 Ebmaj7

Pno.

Bs. *mp* *cresc.* *f* (tps)

Drs. *cresc.* *f* (tps)

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.

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