

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

# Total Jazz (from *Portrait of Ella Fitzgerald*)

By Duke Ellington and Billy Strayhorn

As performed by the Duke Ellington Orchestra  
Transcribed by David Berger for Jazz at Lincoln Center  
Edited by Christopher Crenshaw for Jazz at Lincoln Center

Full Score

This transcription was made especially for Jazz at Lincoln Center's 2014-15  
Twentieth 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 Alfred and Gail Engelberg, Ella Fitzgerald Charitable Foundation, Charles Evans Hughes Memorial Foundation,  
Augustine Foundation, Harold and Mimi Steinberg Charitable Trust and the Vosshall Family.

## 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. Solos and rhythm section parts without chord changes should be played as is or with a little embellishment. Solos and rhythm section parts with chord changes should be improvised. However, written passages should be learned because they are an important part of our jazz heritage and help the player understand the function of his particular solo or accompaniment. Soloists should learn the chord changes. Solos should not be approached as opportunities to show off technique, range, or volume, but should be looked at as a great 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. Kirkhill 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 subdominant 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

## TOTAL JAZZ (FROM PORTRAIT OF ELLA FITZGERALD) • INSTRUMENTATION

Reed 1 • Alto Sax  
Reed 2 • Alto Sax  
Reed 3 • Clarinet  
Reed 4 • Tenor Sax  
Reed 5 • Baritone Sax  
Trumpet 1  
Trumpet 2  
Trumpet 3  
Trumpet 4  
Trombone 1  
Trombone 2  
Trombone 3  
Piano  
Bass  
Drums

## ORIGINAL RECORDING INFORMATION

**Composers** • Duke Ellington and Billy Strayhorn

**Arrangers** • Duke Ellington and Billy Strayhorn

**Recorded** • September 2, 1957 in Chicago

**Master** • 21383-4

**Original issue** • Verve MGV4009-2 (*Ella Fitzgerald Sings the Duke Ellington Song Book, Vol. 2*)[LP]

**Currently available on CD** • Verve 559-248 (*Ella Fitzgerald Sings the Duke Ellington Songbook*)

**Currently available as digital download** • Amazon, iTunes (*Ella Fitzgerald Sings the Duke Ellington Songbook*) NOTE: available as album download only; 'Total Jazz' is the last movement of the four-part *Portrait of Ella Fitzgerald*.

**Personnel** • Duke Ellington (leader, piano); Cat Anderson, Willie Cook, Harold 'Shorty' Baker (trumpet); Britt Woodman, Quentin Jackson (trombone); John Sanders (valve trombone); Jimmy Hamilton (clarinet, tenor sax); Russell Procope (alto sax, clarinet); Johnny Hodges (alto sax); Paul Gonsalves (tenor sax); Harry Carney (baritone sax); Jimmy Woode (bass); Sam Woodyard (drums)

**Soloists** • Duke Ellington (piano); Clark Terry (trumpet); Paul Gonsalves (tenor sax); John Sanders (trombone); Jimmy Hamilton (clarinet)

## REHEARSAL NOTES

• **Total Jazz** is the 4th and final movement of *Portrait Of Ella Fitzgerald*. The first 3 movements were composed and arranged by Billy Strayhorn. This movement began as a head chart created in the recording studio. That is what we hear on the recording. However, I found a sketch score that was submitted for copyright that was most probably written by Billy Strayhorn. This score was in a copyist's hand, but one of Strayhorn's jobs was preparing scores and lead sheets for copyright purposes. This particular score

cleaned up and re-organized the final ensemble choruses (letter K to the end) so that they conform more to the Ellington/Strayhorn arranging style.

• This piece is a conventional 12-bar blues in the key of G with 2 choruses a piece of piano, trumpet, tenor sax, trombone and clarinet. The clarinet continues to solo over riff backgrounds for 3 more choruses and a short coda.

• Duke Ellington loved swinging and the blues. There are numerous accounts of him going to hear another band perform and as he got to the door to leave, the band would start to play a blues, and Duke would turn around and sit down and listen.

• This piece is all about swinging. Set up the groove immediately and keep it there. The first chorus is a shuffle, but the normal ride pattern is established at the top of the 2nd chorus. The drums keep time until K, when Sam Woodyard goes to rim knocks on beats 2 & 4 to support the riffs.

• The bass walks simple blues lines. No need to get fancy. Focus on the time and defining the changes in the obvious traditional ways.

• The piano sets up the central motif of the chart in the left hand on the opening chorus. This is essential to the form of the piece. After that, the pianist can feel free to improvise his own solo.

• This piece, being mostly a jam session style vehicle, gives your band an opportunity to practice having the soloist and rhythm section relating to each other in a conversational manner. This takes listening to each other and interacting in such a way as to build a piece together. This takes a lot more maturity, respect and cooperation than just soloing over the changes while the rhythm section comps conventional rhythms and voicings.

• The dynamics of the riffs play an essential part. Everyone is mf for 2 choruses before the trumpets play f in plungers at M. Everyone comes together playing f for the coda at N. If the riffs are played loudly, the effect of the coda will be diminished.

• I recommend rehearsing each horn section with the rhythm section. Make sure each section is swinging and every note is exactly in place. Then 2 sections with the rhythm, and then all 3 sections. They should fit together like a glove.

• Finally, add the clarinet solo on top—just like the blues in New Orleans 100 years ago. In the 1960's I heard an interviewer ask Duke Ellington why he still had clarinets in his band, since they had gone out of fashion and modern big bands didn't use them. He replied that if something is great, it is always great. Styles come and go, but greatness is forever. The clarinet is essential to New Orleans music, and Ellington always wanted the flavor of New Orleans in his music.

- David Berger

To view interactive videos of Wynton Marsalis leading the Jazz at Lincoln Center Orchestra in rehearsals of the *Essentially Ellington* 2014-15 repertoire please visit [jazz.org/EssentiallyEllington](http://jazz.org/EssentiallyEllington).

CONDUCTOR

Jazz at Lincoln Center Library - Essentially Ellington

# TOTAL JAZZ

(from Portrait of Ella Fitzgerald)

Duke Ellington and Billy Strayhorn

Transcribed by David Berger

Edited by Christopher Crenshaw

A Medium Fast Shuffle ♩ = 185

The musical score is arranged in a standard orchestral layout. It includes staves for Reeds (Alto Sax, Clarinet, Tenor Sax, Bari Sax), Trumpets (1-4), Trombones (1-3), Piano (with a Solo section for the right hand), Bass, and Drums. The key signature is one sharp (F#) and the time signature is 4/4. The tempo is 'Medium Fast Shuffle' with a metronome marking of 185. A large red watermark 'Preview Only' is overlaid diagonally across the score. The piano part features a solo in the first measure, followed by chords G7 and C7, and then a return to G. The drum part includes a notation for '1/2 on HH sticks' and 'stick on HH stand'.

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B

Musical score for Total Jazz, rehearsal mark B. The score includes staves for Alto, Clarinet, Tenor, Bari, Trumpets 1-4, Trombones 1-3, Piano, Bass, and Drums. The key signature is A major (two sharps). The piano part features chords A m7, D7, G, and G7. The drum part includes a pattern of eighth notes with 'x' marks and a note labeled 'stick on HH stand'.

Alto

Alto

Clar.

Tenor

Bari

Tpts. 1

2

3

4

Tbns. 1

2

3

Pno.

Bs.

Drs.

plunger Solo

C7 G Am7 D7 G

44309S

C

Alto

Alto

Clar.

Tenor

Bari

Tpts. 1

2

3

4

Tbns. 1

2

3

Pno.

Bs.

Drs.

stick on HH stand

A

A7

D7

A

wa

G

G7

C7

G



D

Musical score for Total Jazz, page 5, featuring a large red watermark "Preview Only Requires Purchase". The score is for a jazz ensemble and includes the following parts:

- Alto (2 staves)
- Clarinet (1 staff)
- Tenor (1 staff)
- Bari (1 staff)
- Tpts. 1 (1 staff)
- 2 (1 staff)
- 3 (1 staff)
- 4 (1 staff)
- Tbns. 1 (1 staff)
- 2 (1 staff)
- 3 (1 staff)
- Pno. (1 staff)
- Bs. (1 staff)
- Drs. (1 staff)

The score includes various musical notations such as notes, rests, and dynamics. Chord symbols are present above the piano and saxophone parts: B m7, E7, A, A+, A, (3), (e), sim., and A7. The drum part includes a "stick on HH stand" instruction.

Alto

Alto

Clar.

Tenor

Bari

Tpts. 1

2

3

4

Tbns. 1

2

3

Pno.

Bs.

Drs.

D7

A

B m7

E7

A

growl

C7

G

A m7

D7

G

**E**

Alto

Alto

Clar.

Tenor *Solo A*

Bari

Tpts. 1

2

3 *to open*

4

Tbns. 1

2

3

Pno. *G* *C7* *G*

Bs.

Drs. *stick on HH stand*

F

Alto

Alto

Clar.

Tenor

Bari

Tpts. 1

2

3

4

Tbns. 1

2

3

Pno.

Bs.

Drs.

B m7

E7

A

A7

A m7

D7

G

G7

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Alto

Alto

Clar.

Tenor

Bari

Tpts. 1

2

3

4

Tbns. 1

2

3

Pno.

Bs.

Drs.

Solo

C7

G

A m7

D7

G

G

Alto

Alto

Clar.

Tenor

Bari

Tpts. 1

2

3

4

Tbn. 1

2

3

Pno.

Bs.

Drs.

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G

G7

C7

G

H

Alto

Alto

Clar.

Tenor

Bari

Tpts. 1

2

3

4

Tbns. 1

2

3

Pno.

Bs.

Drs.

A m7

D7

G

G7

Alto

Alto

Clar. Solo

Tenor

Bari

Tpts. 1

2

3

4

Tbns. 1

2

3

Pno. C7 G Am7 D7 G

Bs.

Drs.



I

Alto

Alto

Clar. A A7 D7 A

Tenor

Bari

Tpts. 1

2

3

4

Tbns. 1

2

3

Pno. G G7 C7 G

Bs.

Drs.

J

Alto

Alto

Clar.

Tenor

Bari

Tpts. 1

2

3

4

Tbns. 1

2

3

Pno.

Bs.

Drs.

A m7

D7

G

G

G7

3

Alto

Alto

Clar. <sup>D7</sup> <sup>A</sup> <sup>B m7</sup> <sup>E7</sup> <sup>A</sup>

Tenor

Bari

Tpts. 1 *mf*

2 *mf*  
open

3 *mf*

4 *mf*

Tbns. 1

2

3

Pno. <sup>C7</sup> <sup>G</sup> <sup>A m7</sup> <sup>D7</sup> <sup>G</sup>

Bs.

Drs.

[K]

Alto

Alto

Clar. A A7 D7

Tenor

Bari

Tpts. 1 2 3 4

Tbns. 1 2 3

Pno. mf G G7 C7 G

Bs. mf

Drs. ride

This musical score is for a jazz ensemble. It features eight staves: two Alto saxophones, Clarinet (with chords A, A7, and D7), Tenor saxophone, Bari saxophone, four Trumpets (labeled 1-4), three Trombones (labeled 1-3), Piano (with dynamics mf and chords G, G7, C7, G), Bass (with dynamics mf), and Drums (with a 'ride' pattern). The score includes various musical notations such as notes, rests, accidentals, and dynamic markings. A large red watermark 'Preview Only' is overlaid diagonally across the page.

L

Musical score for Total Jazz, page 17. The score includes parts for Alto, Clarinet, Tenor, Bari, Trumpets (1-4), Trombones (1-3), Piano, Bass, and Drums. It features various musical notations such as notes, rests, dynamics (mf), and chord symbols (B m7, E7, A, A7, A m7, D7, G, G7). A large red watermark 'Preview Only Requires Purchase' is overlaid diagonally across the page.

This musical score is for a jazz ensemble. It features the following parts: Alto (two staves), Clarinet (Clar.), Tenor (Tenor), Bari (Bari), Trumpets (Tpts. 1, 2, 3, 4), Trombones (Tbns. 1, 2, 3), Piano (Pno.), Bass (Bs.), and Drums (Drs.). The score is in 2/4 time and the key signature has three sharps (F#, C#, G#). The music is divided into four measures. The Clarinet part includes notes and rests, with chord symbols D7, A, Bm7, E7, and A above it. The Trumpets and Trombones parts have melodic lines with accents and slurs. The Piano part shows a bass line with chords C7, G, Am7, D7, and G. The Drums part shows a simple rhythmic pattern with x marks for cymbals. A large red watermark 'Preview Only' is overlaid diagonally across the score.

M

Alto

Alto

Clar. A A7 D7 A

Tenor

Bari

Tpts. 1 sim. sim. sim. sim.

2

3

4

Tbns. 1

2

3

Pno. G7 C7 G7

Bs.

Drs. f

N Slow

Musical score for Alto, Clarinet, Tenor, Bari, Trumpets (Tpts. 1-4), Trombones (Tbns. 1-3), Piano (Pno.), Bass (Bs.), and Drums (Drs.). The score is in 4/4 time and features a key signature of two sharps (F# and C#). The tempo is marked 'Slow' and the dynamics are 'f' (forte). The score includes various musical notations such as slurs, ties, and dynamic markings. A large red watermark 'Preview Only Requires Purchase' is overlaid on the score. The piano part includes chord markings: B m7, E7, A, A m7, D7, and G.



Clarinet Cadenza

This musical score is for a Clarinet Cadenza. It features the following parts: Alto (two staves), Clarinet (one staff), Tenor (one staff), Bari (one staff), Tpts. 1-4 (four staves), Tbns. 1-3 (three staves), Pno. (two staves), Bs. (one staff), and Drs. (one staff). The key signature is three sharps (F#, C#, G#) and the time signature is 4/4. The Clarinet part is the primary focus, showing a complex melodic line with many sixteenth and thirty-second notes. The other instruments provide harmonic support with sustained notes and rhythmic patterns. A large red watermark 'Preview Only' is overlaid diagonally across the score. The text 'Legal Use Requires Purchase' is also visible. The drum part includes a 'sn. roll' instruction.

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## 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, Canada, and American schools 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 assessment. Bands are also invited to attend *EE* Regional Festivals for an opportunity to perform and receive a workshop.

**Jazz at Lincoln Center Band Director Academy** • 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 2014, *EE* has distributed scores to more than 4,200 schools in all 50 states, Canadian provinces, and American schools abroad.

Since 1995, over 504,000 students have been exposed to Duke Ellington's music through *Essentially Ellington*.

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