

JAZZ AT LINCOLN CENTER'S ESSENTIALLY ELLINGTON LIBRARY

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

Bugle Call Rag

Jack Pettis, Billy Meyers, and Elmer Schoebel

As performed by Duke Ellington and His Famous 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 2018-19
Twenty-Fourth 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. 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 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.

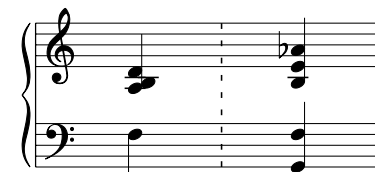
Soli • a harmonized passage for two or more instruments playing the same rhythm. It is customary for horn players to stand up or even move in front of the band when playing these passages. This is done so that the audience can hear them better and to provide the audience with some visual interest. A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

BUGLE CALL RAG • INSTRUMENTATION

Reed 1 — Alto Sax/Clarinet

Reed 2 — Alto Sax

Reed 3 — Tenor Sax/Clarinet

Tenor Sax (Optional)

Trumpet 1

Trumpet 2

Trumpet 3

Trombone 1

Trombone 2

Trombone (Optional)

Banjo

Piano

Bass

Drums

ORIGINAL RECORDING INFORMATION

Composer • Jack Pettis, Billy Meyers, and Elmer Schoebel

Arranger • Duke Ellington

Recorded • February 9, 1932 in New York

Master # • 71839-1

Original Issue • Vic 22938

Currently available on CD • *Duke Ellington And His Orchestra – The Classics Chronological Series* (Classics 616)

Currently available as digital download • Duke Ellington, *Duke Ellington: The 1928 New York Sessions, Vol. 1*

Personnel • Arthur Whetsel, Freddy Jenkins, Cootie Williams (trumpet); Joe "Tricky Sam" Nanton, Juan Tizol (trombone); Johnny Hodges, Harry Carney (alto sax); Barney Bigard (tenor sax, clarinet); Duke Ellington (piano); Fred Guy (banjo); Wellman Braud (bass); Sonny Greer (drums)

Soloists • Cootie Williams (trumpet), Barney Bigard (clarinet), Joe Nanton (trombone), Wellman Braud (bass)

REHEARSAL NOTES

- Jelly Roll Morton always claims that one of the essential elements from the very first days of jazz was the break. A break was when the regular rhythm was suspended, and one of the players had to step out front and keep the motion going. Throughout the music's history, this tradition has been carried on in many ways. Most frequently, it is heard now when jazz bands exchange four-bar breaks with the drummer, which is known as trading fours.
- Given the preponderance of military music in the years surrounding America's entry into World War I, and the ever-increasing interest in what was becoming known as jazz, it was almost inevitable that the military bugle call would be brought into jazz. It was Johnny Dunn, who first popularized the jazz bugle call break around 1920. Dunn was a well-known trumpeter in the years before Louis Armstrong became the dominant figure.
- Only a couple of years later, The New Orleans Rhythm Kings came up with a swinging formula that wove the bugle call into a swinging blues. Their **Bugle Call Rag** brought the tune to a larger audience in 1922. So, it was only natural that Ellington decided to turn it into something original, as he did with every genre that he encountered. This Ellington version was recorded in 1932, as he was reaching his first era of true sophistication and innovation. If you want to hear how quickly his band was maturing, listen first to their 1928 version of **Bugle Call Rag**. In the four years between that one and this, the band had learned how to swing in the new Armstrong manner.
- A blues starting with a break was an idea that appealed to Ellington and his musicians, eventually appearing as C *Jam Blues* in the early 1940s. In C *Jam Blues*, the four-bar solo break led into a 12-bar blues chorus. Here, Ellington keeps the break within the 12-bar structure, until letter I, when the four bars turn into eight, making each chorus 16 bars long. It's done so naturally that it's almost unnoticeable until pointed out.
- Be sure to establish a steady tempo with as long of a count-off as needed before the opening break so both the band and soloist know precisely what the tempo is. Without that, you might wind up with confusion when the band and rhythm section come in.
- Have lead players determine how long the quarters with the lines over them will be held in the first twelve bars, to ensure consistency and concentration. For reeds, remember that balance in a three reed section is not the same as in a standard four or five person section. Be sure to balance to the clarinet with the altos, so the lead clarinet is clear.
- At letter **A**—same as all the breaks—make sure the rhythm section is consistent and concentrating on the beat. The same is true for the horns.
- All brass should mark attacks, note lengths, etc. throughout all their parts, starting with the break at letter **B**. Once these are set, be sure to maintain consistency. Cootie Williams, who is the soloist (and who also played a great deal of lead trumpet in the band) was profoundly influenced by Louis Armstrong; keep that in mind as you think about the phrasing and feel. In fact, that goes for all the horn sections.
- Make sure that the long notes in the sax section at the beginning of **C** have an inner rhythm, and don't just sit there without motion. This is accomplished by playing with a unified vibrato that is related to the tempo of the piece. Be sure not to anticipate the downbeats, hit together squarely on 1 or 3, whichever is written.
- At **D**, the saxes should shape the eighth notes towards the highest notes with a slight crescendo. Even though they are relatively straight, they should still swing.
- The first two sax figures at **E** are in groups of six, with a slight accent on the last eighth note. Take a breath on the third beat of the second measure, so that the next phrase is played in one breath. Playing the entire four bars in one breath would be ideal, should the tempo permit. The brass must be sure to blend their notes so the chord is balanced and the notes are played on the beat, not anticipated.
- At letter **F**, saxes should note the dynamic level. So much of this piece is played at full volume that any way you can alter dynamics for contrast will be very effective.
- Rehearse the horns at letter I until everything lines up perfectly. There are a lot of places where the slightest inattention will destroy the effect Ellington has created. Work on the *fz* in the brass, as well as their crescendo in the last four measures.
- The Louis Armstrong riffs at **L** will only succeed if they are played squarely on the beat, as written. Rehearse the horns until there are no anticipations and the brass can maneuver in and out of hats exactly as written. If you don't have hats, use the stands, but make sure every player is doing precisely the same thing. Rhythm section players can also help underline the effect.

—Loren Schoenberg

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CONDUCTOR

Jazz at Lincoln Center Library - Essentially Ellington

BUGLE CALL RAG

Jack Pettis, Billy Meyers & Elmer Schoebel

Arranged by Duke Ellington

Transcribed by Mark Lopeman

Fast 4  = 182

Reeds 1 Alto Sax

2 Alto Sax

3 Clarinet

Trumpets 1 solo - ad lib tutti soli

2 soli

3 soli

Trombones 1

2

Banjo $\text{D}\flat$ $\text{A}\flat$

Piano

Bass

Drums cymbal

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Bugle Call Rag

A Clarinet Solo

Alto

Alto

Clar.

Tpts. 1

2

3

Tbns. 1

2

Bjo.

Pno.

Bs.

Drs.

Bb solo - ad lib

3

E \flat 7

A \flat

E \flat 7+

A \flat

B \flat 7

A \flat 7

Bugle Call Rag

3

Alto

Alto

Clar.

Tpts. 1

2

3

Tbns. 1

2

Bjo.

Pno.

Bs.

Drs.

E \flat

B \flat

F7

B \flat

D \flat

A \flat

E \flat 7

A \flat

Bugle Call Rag

B Brass Soli

Alto

Alto

Clar.

Tpts. 1

2

3

Tbns. 1

2

Bjo.

Pno.

Bs.

Drs.

Chords: $D\flat$, $D\flat 7$, $A\flat$

Bugle Call Rag

5

C Trombone Solo

Alto

Alto

Clar.

Tpts. 1

2

3

Tbns. 1

2

Bjo.

Pno.

Bs.

Drs.

to hat

to hat

to hat

solo - ad lib plunger

mf

mf

mf

to hat

to hat

to hat

arco

E \flat 7

A \flat

D \flat

A \flat

A \flat

C7

F7

B \flat 7

E \flat 7

A \flat 7

Bugle Call Rag

Alto

Alto

Clar.

Tpts. 1

2

3

Tbns. 1

2

Bjo.

Pno.

Bs.

Drs.

in hat

open

mf

f

in hat

open

mf

f

in hat

open

mf

f

D \flat

A \flat

E \flat 7

A \flat

to open

in hat

open

mf

f

D \flat

A \flat

E \flat 7

A \flat

pizz.

pizz.

Bugle Call Rag

7

D Brass Soli

Alto

Alto

Tenor

to Tenor Sax

Tenor Sax

Tpts. 1

2

3

Tbns. 1

2

Bjo.

Pno.

Bs.

Drs.

Db

Ab

E Sax Soli

This musical score is for the song "The Rose Tree" and is arranged for a vocal soloist and a band. The score is written in 4/4 time and features a key signature of one flat (B-flat major or D minor).

The vocal parts include:

- Alto:** Two Alto parts, both with lyrics. The lyrics are: "The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree." The lyrics are written in a stylized, handwritten font.
- Tenor:** One Tenor part, also with lyrics. The lyrics are: "The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree." The lyrics are written in a stylized, handwritten font.

The instrumental parts include:

- Tpts. 1 & 2:** Two Trumpet parts, both with lyrics. The lyrics are: "The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree." The lyrics are written in a stylized, handwritten font.
- Tbns. 1 & 2:** Two Trombone parts, both with lyrics. The lyrics are: "The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree." The lyrics are written in a stylized, handwritten font.
- Bjo.:** One Banjo part, with lyrics. The lyrics are: "The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree." The lyrics are written in a stylized, handwritten font.
- Pno.:** One Piano part, with lyrics. The lyrics are: "The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree." The lyrics are written in a stylized, handwritten font.
- Bs.:** One Bass part, with lyrics. The lyrics are: "The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree." The lyrics are written in a stylized, handwritten font.
- Drs.:** One Drums part, with lyrics. The lyrics are: "The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree, / The rose tree, the rose tree." The lyrics are written in a stylized, handwritten font.

The score is written in a standard musical notation style, with a key signature of one flat and a 4/4 time signature. The lyrics are written in a stylized, handwritten font. The score is for a vocal soloist and a band.

Bugle Call Rag

9

Alto

Alto

Tenor

Tpts. 1

2

3

Tbn. 1

2

Bjo.

Pno.

Bs.

Drs.

to plunger

Db Db- Db Ab Ab7-9 Bbm7 Bbm7/Eb Ab Eb7+ Ab

F Trumpet Solo

Alto *p* *mp*

Alto *p* *mp*

Tenor *p* *mp*

Tpts. 1 solo - ad lib

2

3

Tbns. 1

2

Bjo. $D\flat$ $A\flat$

Pno.

Bs.

Drs.

Bugle Call Rag

11

G Solo Break

Musical score for Bugle Call Rag, page 11, featuring a Solo Break for the Alto instrument. The score is written for Alto, Tenor, Tpts. 1, 2, 3, Tbns. 1, 2, Bjo., Pno., Bs., and Drs. The key signature is B-flat major (two flats). The tempo is marked "Moderato". The score is divided into two systems. The first system contains measures 1 through 4, and the second system contains measures 5 through 8. The Solo Break for the Alto instrument begins in measure 5 and continues through measure 8. The Alto part is marked with a "G" and "Solo Break". The Alto part is written in treble clef. The Tenor part is written in treble clef. The Tpts. 1, 2, and 3 parts are written in treble clef. The Tbns. 1 and 2 parts are written in bass clef. The Bjo. part is written in treble clef. The Pno. part is written in grand staff (treble and bass clefs). The Bs. part is written in bass clef. The Drs. part is written in bass clef. The score includes various musical notations such as notes, rests, accidentals, and dynamic markings. The Alto part has a solo break marked with a "G" and "Solo Break". The Alto part is marked with a "G" and "Solo Break". The Alto part is marked with a "G" and "Solo Break".

Bugle Call Rag

This musical score is for the song "The Rose Tree" and is arranged for a vocal ensemble and piano. The score is written in 2/4 time and features a key signature of two flats (B-flat and E-flat).

The vocal parts include:

- Alto 1 & 2:** These parts provide the main vocal melody, often in harmony. They include various musical notations such as eighth notes, quarter notes, and half notes, with some measures featuring ties and slurs.
- Tenor:** This part provides a harmonic line, often moving in parallel motion with the alto parts. It includes similar rhythmic patterns to the other vocal parts.
- Tpts. 1 & 2:** These parts are primarily rests, indicating that the trumpets are silent for most of the piece. There are some notes in the first measure of the first part, but they are mostly absent in the subsequent measures.
- Tbns. 1 & 2:** These parts are also primarily rests, indicating that the trombones are silent for most of the piece.
- Bjo. (Bjorn):** This part is a continuous, rhythmic accompaniment, likely representing a piano or a similar instrument. It consists of a series of eighth notes, often beamed together, creating a steady pulse.
- Pno. (Piano):** This part is a continuous, rhythmic accompaniment, likely representing a piano or a similar instrument. It consists of a series of eighth notes, often beamed together, creating a steady pulse.
- Bs. (Double Bass):** This part provides a harmonic line, often moving in parallel motion with the alto parts. It includes similar rhythmic patterns to the other vocal parts.
- Drs. (Drums):** This part is a continuous, rhythmic accompaniment, likely representing a drum or a similar instrument. It consists of a series of eighth notes, often beamed together, creating a steady pulse.

The score is divided into measures, with each measure containing a specific set of notes and rests for each part. The overall structure of the piece is a single, continuous melody with a steady rhythmic accompaniment.

Bugle Call Rag

H Bass Solo Break

H Bass Solo Break

Alto

Alto

Tenor

Tpts. 1

2

3

Tbns. 1

2

Bjo.

Pno.

Bs.

Drs.

plunger

solo

tutti

musical notation

Bugle Call Rag

This musical score is for the song "The Sound of Silence" by Simon & Garfunkel. It is arranged for a vocal quartet and a jazz-influenced instrumental ensemble. The score is written in 3/4 time with a key signature of two flats (B-flat and E-flat).

Vocal Parts:

- Alto:** Two alto staves. The first staff has a vocal line starting in the second measure, marked with a forte (*f*) dynamic and a crescendo hairpin. The second staff has a vocal line starting in the second measure, marked with a forte (*f*) dynamic and a crescendo hairpin.
- Tenor:** One tenor staff. The vocal line starts in the second measure, marked with a forte (*f*) dynamic and a crescendo hairpin.

Instrumental Parts:

- Tpts. 1:** Two trumpet staves. The first staff has a vocal line starting in the second measure, marked with a forte (*f*) dynamic and a crescendo hairpin. The second staff has a vocal line starting in the second measure, marked with a forte (*f*) dynamic and a crescendo hairpin.
- Tbn. 1:** Two tuba staves. The first staff has a vocal line starting in the second measure, marked with a forte (*f*) dynamic and a crescendo hairpin. The second staff has a vocal line starting in the second measure, marked with a forte (*f*) dynamic and a crescendo hairpin.
- Bjo.:** One bellows staff. The vocal line starts in the second measure, marked with a forte (*f*) dynamic and a crescendo hairpin.
- Pno.:** One piano staff. The vocal line starts in the second measure, marked with a forte (*f*) dynamic and a crescendo hairpin.
- Bs.:** One bass staff. The vocal line starts in the second measure, marked with a forte (*f*) dynamic and a crescendo hairpin.
- Drs.:** One drums staff. The vocal line starts in the second measure, marked with a forte (*f*) dynamic and a crescendo hairpin.

Chord Progression:

- Measure 1: *E♭7*
- Measure 2: *A♭*
- Measure 3: *D♭*
- Measure 4: *D♭7*
- Measure 5: *A♭*
- Measure 6: *D♭9*
- Measure 7: *D♭9*

Bugle Call Rag

[illegible]

Alto

Alto

Tenor

Tpts. 1

2

3

Tbn. 1

2

Bjo.

Pno.

Bs.

Drs.

A \flat

B \flat m7

E \flat 7

A \flat

Bugle Call Rag

17

K

Alto *f*

Alto *f*

Tenor *f* tutti to Clarinet

Tpts. 1 *f*

2 *f*

3 *f*

Tbn. 1 *f*

2 *f*

Bjo. *Ab*

Pno.

Bs.

Drs.

Bugle Call Rag

The image displays a page from a musical score for the song "The Sound of Silence" by Simon & Garfunkel. The score is written for a full orchestra and vocal soloists. The instruments and parts shown are:

- Alto:** Two staves, both marked *ff* (fortissimo).
- Clarinet:** One staff, marked *ff*.
- Tpts. 1 & 2:** Two staves, both marked *ff*. The first staff is labeled "open" and the second "in hat".
- Tbn. 1 & 2:** Two staves, both marked *ff*. The first staff is labeled "open" and the second "(open)".
- Bjo. (Bells):** One staff, marked *ff*.
- Pno. (Piano):** Two staves, marked *ff*.
- Bs. (Bass):** One staff, marked *ff*.
- Drs. (Drums):** One staff, marked *ff*.

The score is in 4/4 time, key of B-flat major, and features a complex arrangement with various dynamics and articulations. The music is written for a full orchestra and vocal soloists. The score includes a variety of musical notation, including notes, rests, and dynamic markings. The overall style is that of a professional musical score.

ESSENTIALLY ELLINGTON

The *Essentially Ellington* High School Jazz Band Program (*EE*) is one of the most unique curriculum resources for high school and college jazz bands internationally. *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 and college 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 and college bands internationally.

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 2018, *EE* has distributed scores to more than 5,300 schools internationally. Since 1995, over 846,000 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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