



# a division of Alfred

SONGORAMA

Commissioned by Case High School, Racine, WI Cynthia Banaszak, Director

VICTOR LOPEZ

## INSTRUMENTATION

Conductor Ist E Alto Saxophone 2nd E Alto Saxophone Ist B Tenor Saxophone 2nd B Tenor Saxophone E Baritone Saxophone Ist B Trumpet 3rd B Trumpet 4th B Trumpet Ist Trombone 2nd Trombone 3rd Trombone 4th Trombone Guitar Chords Guitar Piano Bass Drums Auxiliary Percussion Optional Alternate Parts

C Flute Tuba Horn in F (Doubles 1st Trombone) Ist Baritone T.C. (Doubles 1st Trombone) 2nd Baritone T.C. (Doubles 2nd Trombone) 3rd Baritone T.C. (Doubles 3rd Trombone)



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### NOTES TO THE CONDUCTOR

"Songorama" was commissioned by and dedicated to the Case High School Jazz Ensemble in Racine, Wisconsin, Cynthia Banaszak, director.

The songo groove is the combination of patterns in the rhythm section. The overall feel of the rhythm section is a contemporary eclectic rhythm blending several styles including rumba, son, conga, and other Cuban secular as well as sacred styles along with elements of North American jazz and funk. The songo style is a Latin rhythm which includes the drum set. I mention this because some Latin styles do not traditionally include the standard drum set. An auxiliary percussion part for congas and other Latin instruments is included.

I suggest that each rhythm section player break down and learn his or her part to fully understand the rhythm and the interplay between other rhythm section members. Once each player fully understands and can play their individual part with ease, then the chart can be assembled. Layer the rhythm section with each percussion instrument adding one at a time until the entire section feels synchronized, relaxed, and tight. The rhythm parts should be rehearsed slowly at first so that each player can become comfortable with the written groove. Please notice the rumba clave pattern is 2–3. This pattern will guide the rhythmic configuration throughout the entire piece. Once the percussion section is tight yet relaxed, then add the bass, piano, and guitar. When the entire rhythm section is playing the groove at a slow comfortable tempo, gradually speed up the tempo, then add the winds. The importance of learning to play the songo groove at a slower tempo must be stressed. Each player must "own" his or her part. Note that a songo variation is introduced in measure 91. This variation will add to the intensity of the piece and it must be performed accurately. As with any other music style, listening to professional recordings will enhance the student's ability to understand and feel the intention of the composition.



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