JAZZ FOR YOUNG PEOPLE SERIES

Belwin™ JAZZ
a division of Alfred

ST. LOUIS BLUES

W. C. HANDY
Arranged by VICTOR GOINES

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INSTRUMENTATION

Conductor
1st E♭ Alto Saxophone
2nd E♭ Alto Saxophone
1st B♭ Tenor Saxophone
2nd B♭ Tenor Saxophone
E♭ Baritone Saxophone
1st B♭ Trumpet
2nd B♭ Trumpet
3rd B♭ Trumpet
4th B♭ Trumpet
1st Trombone
2nd Trombone
3rd Trombone
4th Trombone
Guitar Chords
Guitar
Piano
Bass
Drums

Optional Alternate Parts
C Flute
Tuba
Horn in F (Doubles 1st Trombone)
1st 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

William Christopher Handy (November 16, 1873–March 28, 1958) was an African-American blues composer and musician, often known as "the Father of the Blues." Handy composed *St. Louis Blues* in 1914. Though the name of the song may imply that it is about events in St. Louis, Missouri, it instead refers to a sophisticated woman from that city. The form is unusual in that the verses are the familiar standard 12-bar blues but it also has a 16-bar bridge written in the habañera rhythm, popularly called the "Spanish Tinge." Handy said in writing *St. Louis Blues*, his objective was "to combine ragtime syncopation with a real melody in the spiritual tradition."

My arrangement features a traditional swing feel and a Latin rumba style. The drumset player should set up the rumba feel 2 or 3 beats prior to the change in order to prepare the ensemble for the different feel. All Latin grooves are played with straight eighth notes. This contrast with the swing eighths is a key element in this arrangement. The rhythmical essence of the rumba is an accented pattern of beats 1, the "and" of 2, and 4, or it can be visualized as two dotted-quarter notes and a quarter note.

In the swing section for the rhythm section, the guitar should comp with a traditional quarter note feel. The guitar is of less importance in the rumba style. The bass will provide the rumba rhythmic pattern as written. The pianist can embellish the comping in the rumba style, but should keep it simple and coordinated with the bass pattern.

Soloists may play the suggested written solo or ad lib, but always play in the appropriate style.

For the ensemble, play the marcato, or rooftop (^), accent detached, but not staccato or clipped. Play the fall-off in measure 53 quickly. Section players should mimic the lead player in a fall-off. The last two measures may be dictated to enhance the dramatic ending. The drummer may fill over these chords if desired.

Please enjoy!

–Victor Goines

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JAZZ FOR YOUNG PEOPLE™ SERIES

These charts are based on repertoire from the Jazz for Young People Curriculum, a multimedia jazz appreciation curriculum.

Jazz for Young People™ Curriculum

Let Wynton Marsalis welcome your students into the infectious energy of swing. As the voice behind the Jazz for Young People Curriculum, he brings the music to life through vibrant audio examples, lively activities, and narration filled with warmth and humor. Intended primarily for 4th–9th graders, this multimedia kit is designed for both musicians and non-musicians and provides flexible lessons that can be taught in one semester-long unit or in shorter, individual units. Open the box. Open your students to the joy of jazz.

Each curriculum kit includes:

- A **10-CD set** (including one CD-ROM) of newly recorded music performed by the LCJO and special guests.
- An in-depth **Teaching Guide** that leads educators step-by-step through each lesson: explaining jazz styles, musical concepts, historical information, and key jazz figures; suggesting participatory activities and cross-curricular links; providing additional resources and integrating the National Standards for Music Education.
- A set of 30 **Student Guides** includes focused listening charts, fun activities, historical summaries, biographies, and photographs that reinforce musical concepts.
- A **video** that enlivens the classroom experience by taking students behind the scenes at the curriculum recording session.

Jazz for Young People Curriculum Online www.jazzforyoungpeople.org

This educational website supplements the Jazz for Young People Curriculum with original audio and video clips, classic photographs, engaging biographies, and dynamic activities that enliven jazz for students of all ages. A great resource for any teacher, each online lesson features a Tips for Teachers section that offers an array of classroom activities and access to a forum that allows teachers to exchange their own lesson plans. Students, teachers, and jazz fans alike can enter the site at www.jazzforyoungpeople.org.

Jazz at Lincoln Center is a not-for-profit arts organization dedicated to jazz. With the world-renowned Lincoln Center Jazz Orchestra, the Afro-Latin Jazz 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, weekly national radio and television programs, recordings, publications, an annual high school jazz band competition and festival, a band director academy, a jazz appreciation curriculum for children, advanced training through the Juilliard Institute for Jazz Studies, music publishing, children's concerts, lectures, adult education courses, film programs, and student and educator workshops. Under the leadership of Artistic Director Wynton Marsalis, President & CEO Derek E. Gordon, Executive Director Katherine E. Brown, Chairman of the Board Lisa Schiff and Jazz at Lincoln Center Board and staff, Jazz at Lincoln Center will produce hundreds of events during its 2004-05 season. This is the inaugural season in Jazz at Lincoln Center's new home—Frederick P. Rose Hall—the first-ever performance, education, and broadcast facility devoted to jazz.

For more information, visit www.jalc.org.

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CONDUCTOR
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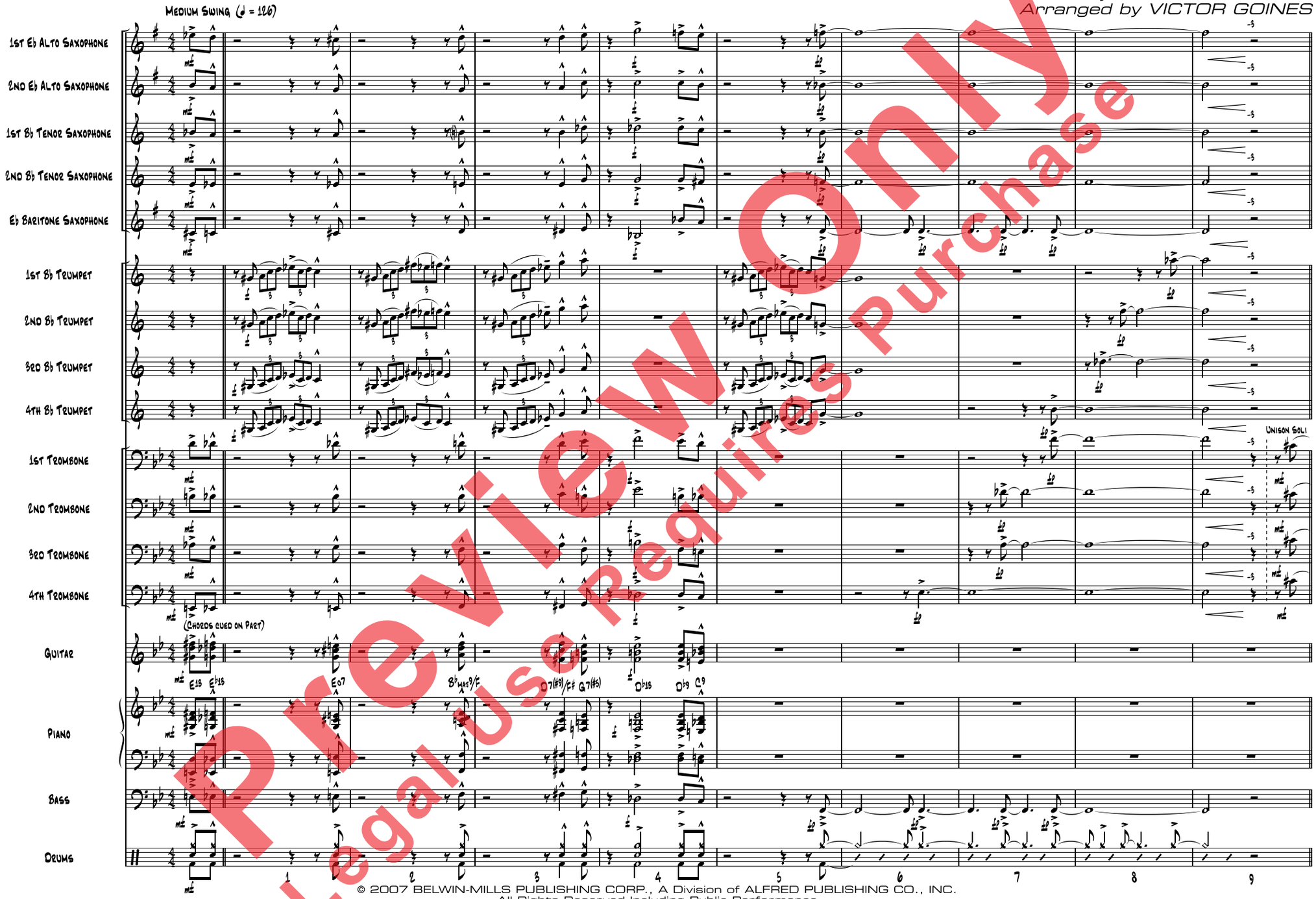
ST. LOUIS BLUES

By W.C. HANDY
Arranged by VICTOR GOINES



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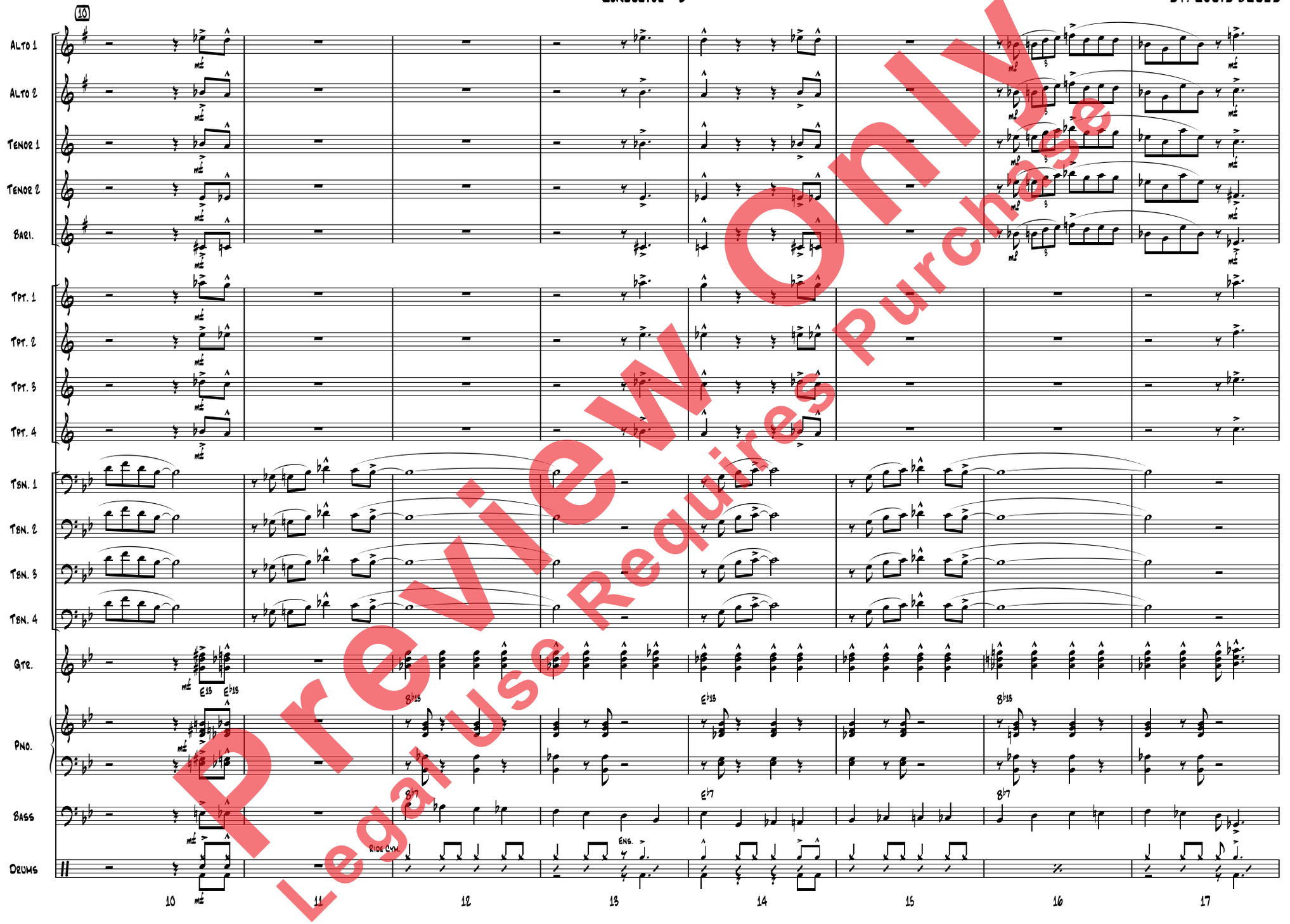

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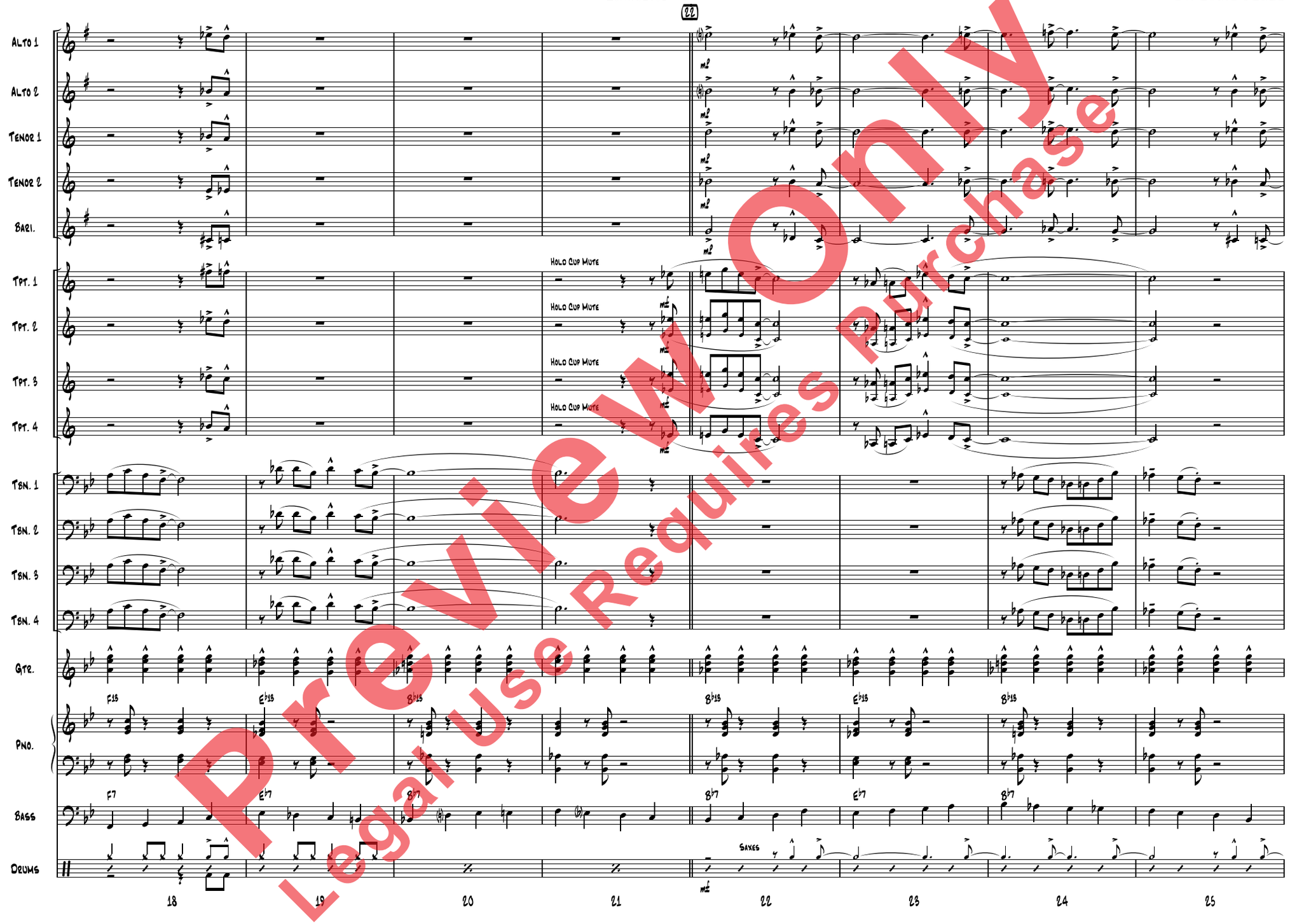

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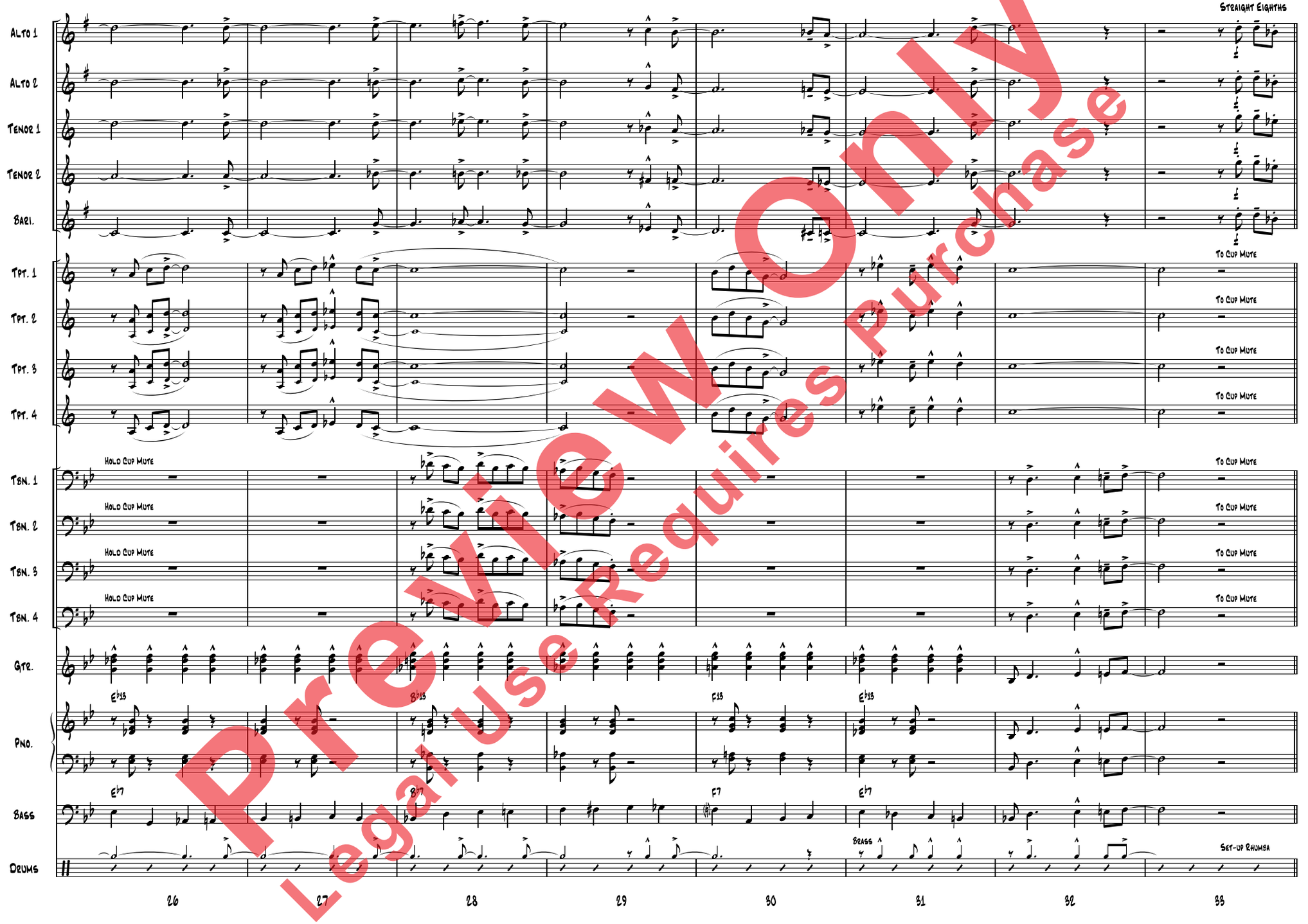

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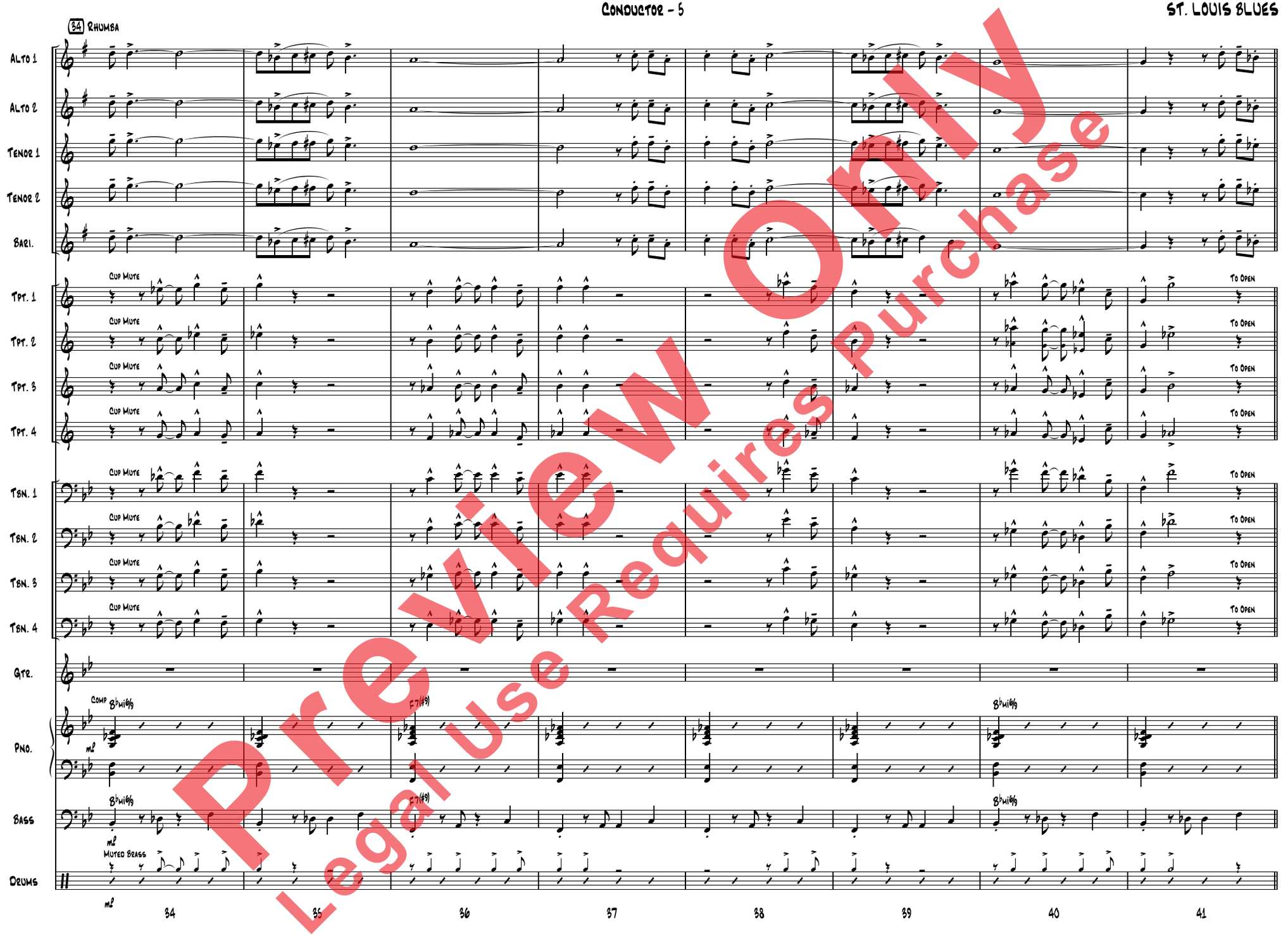

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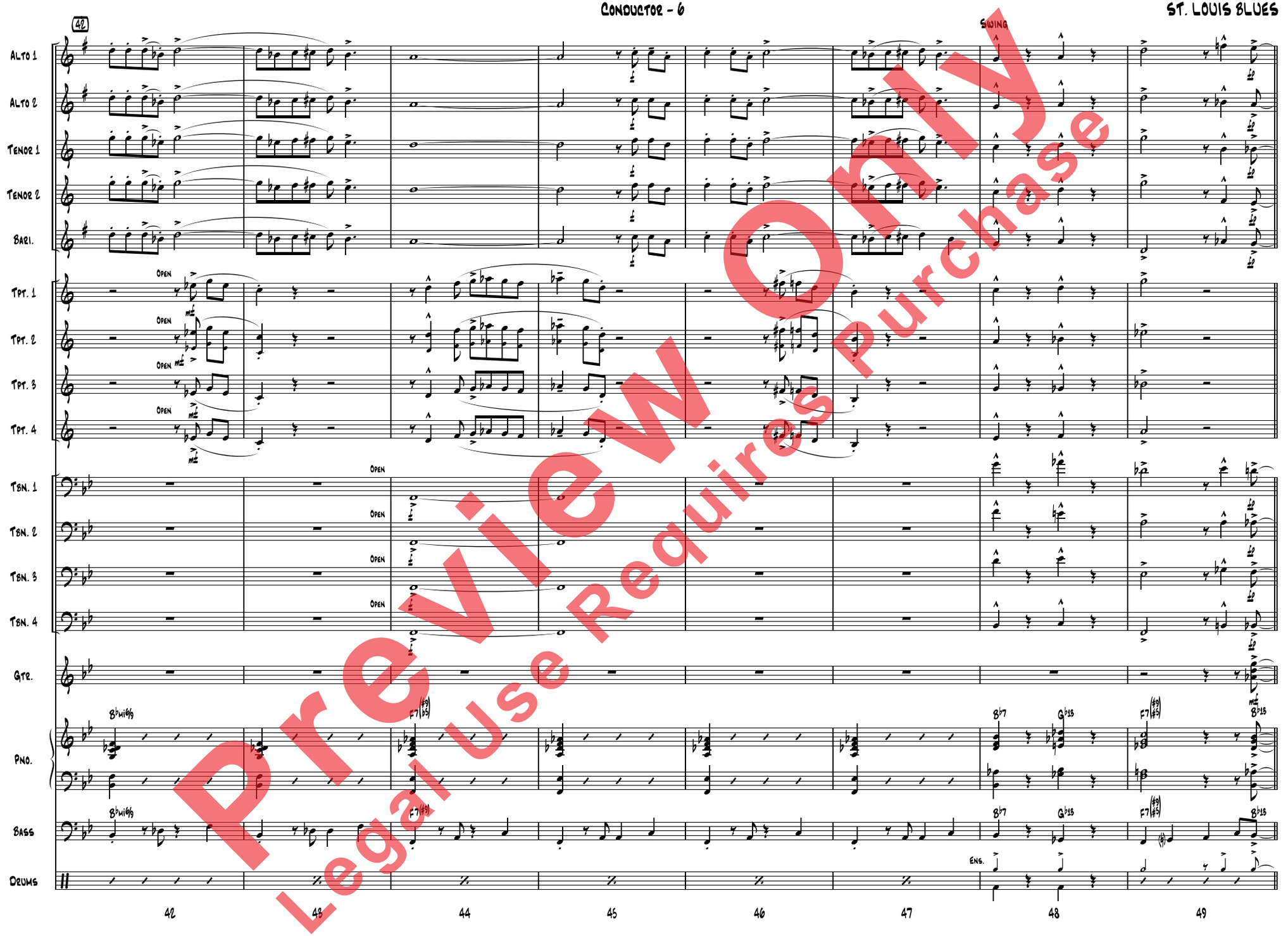

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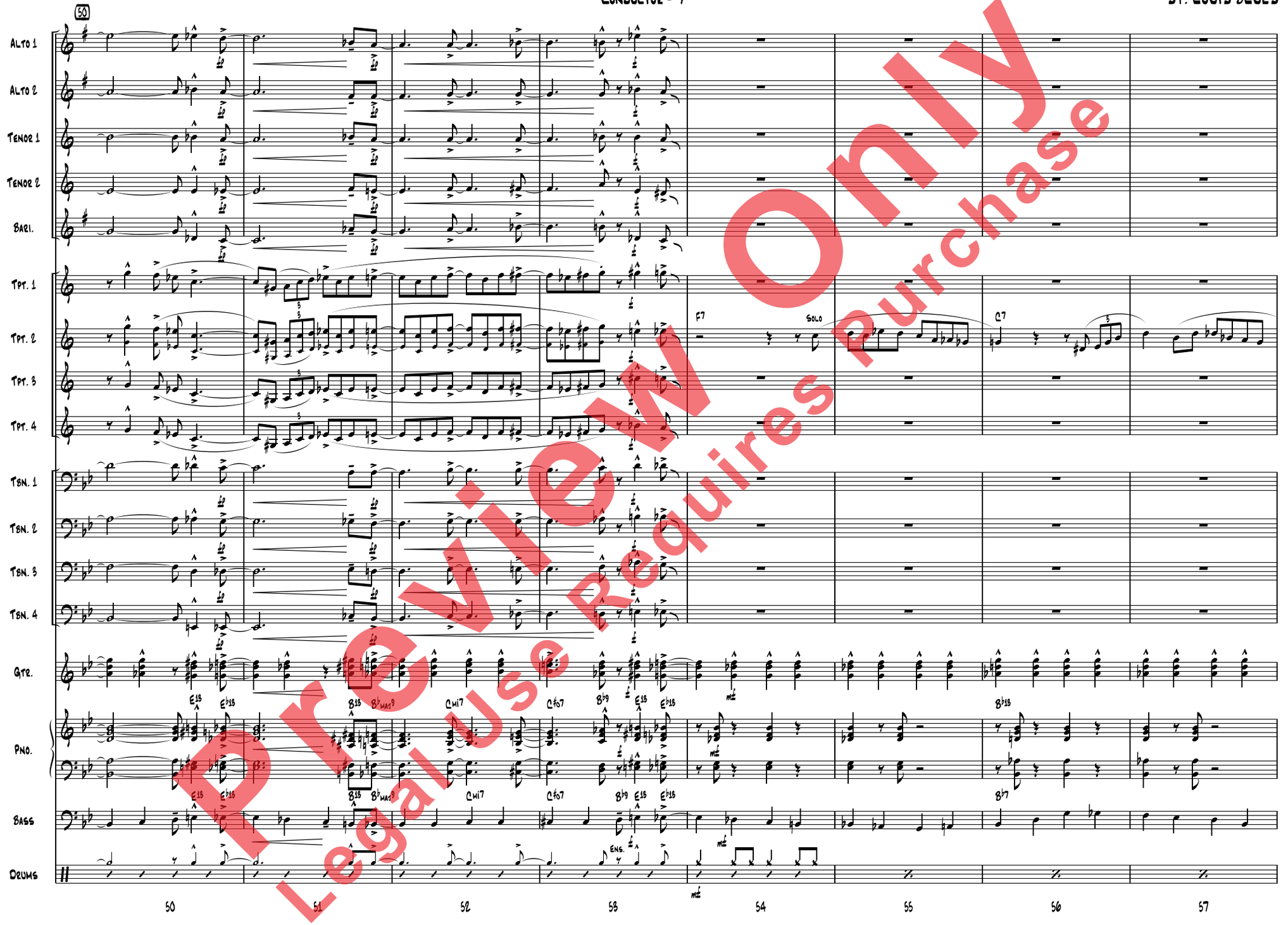

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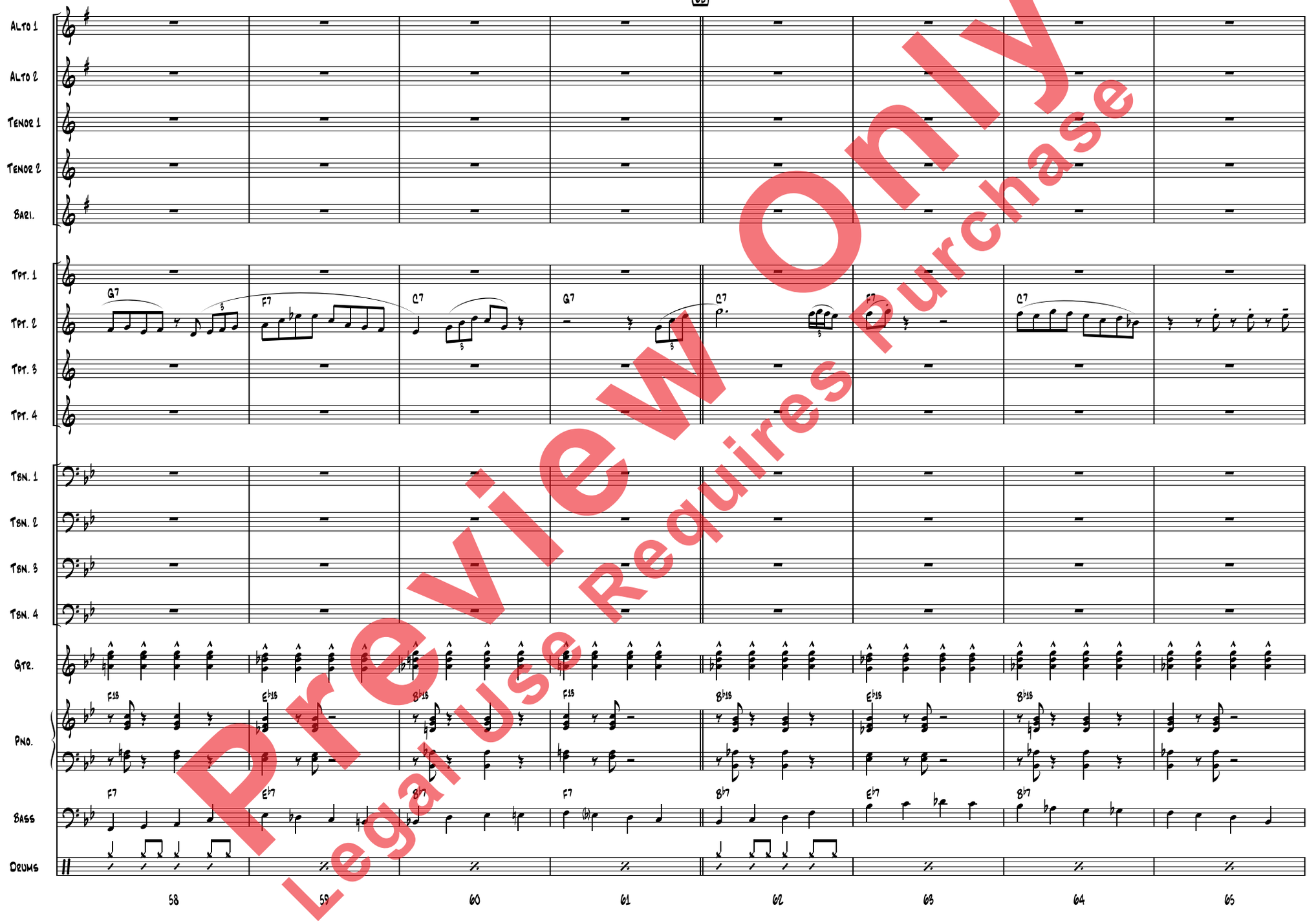

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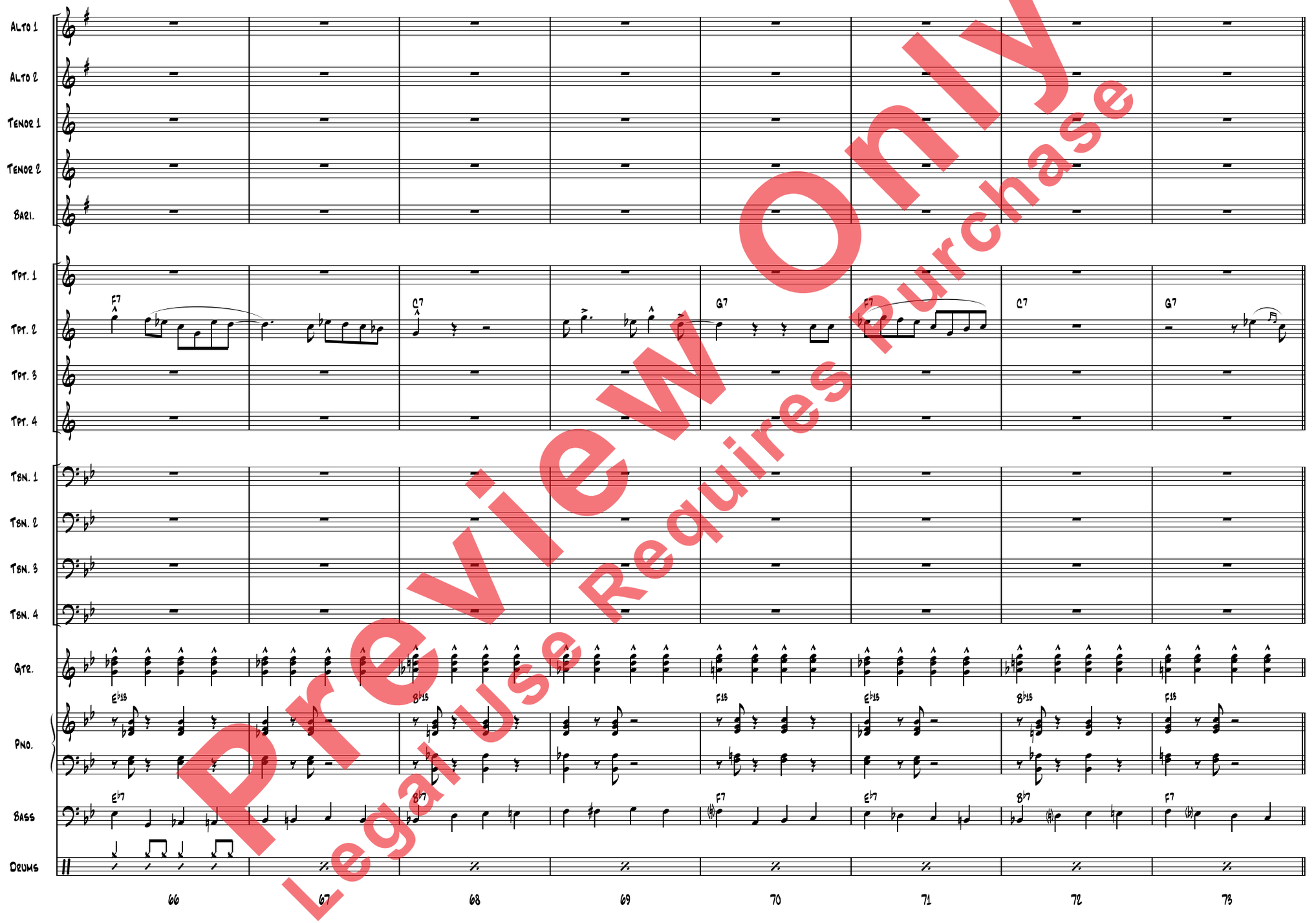

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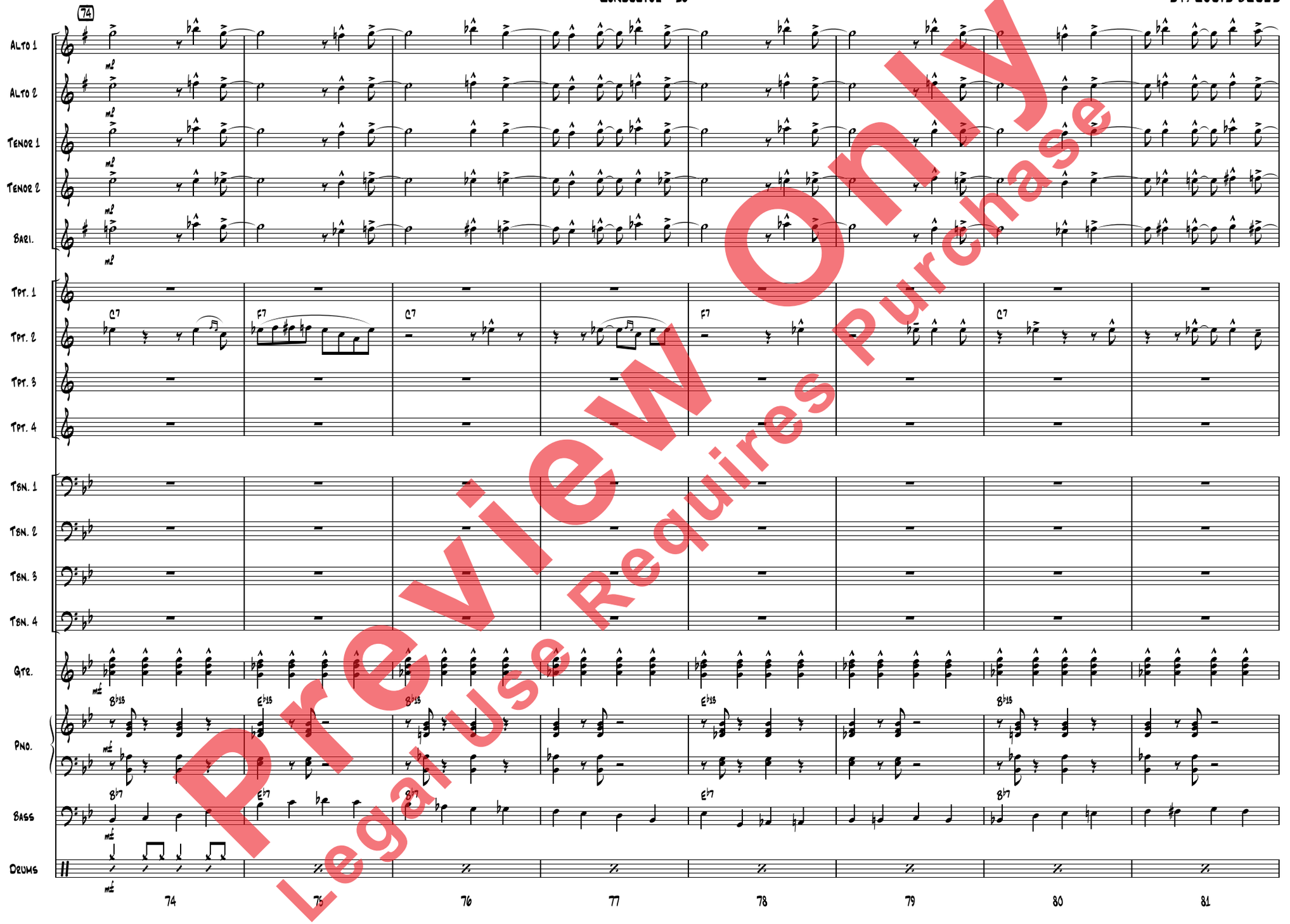

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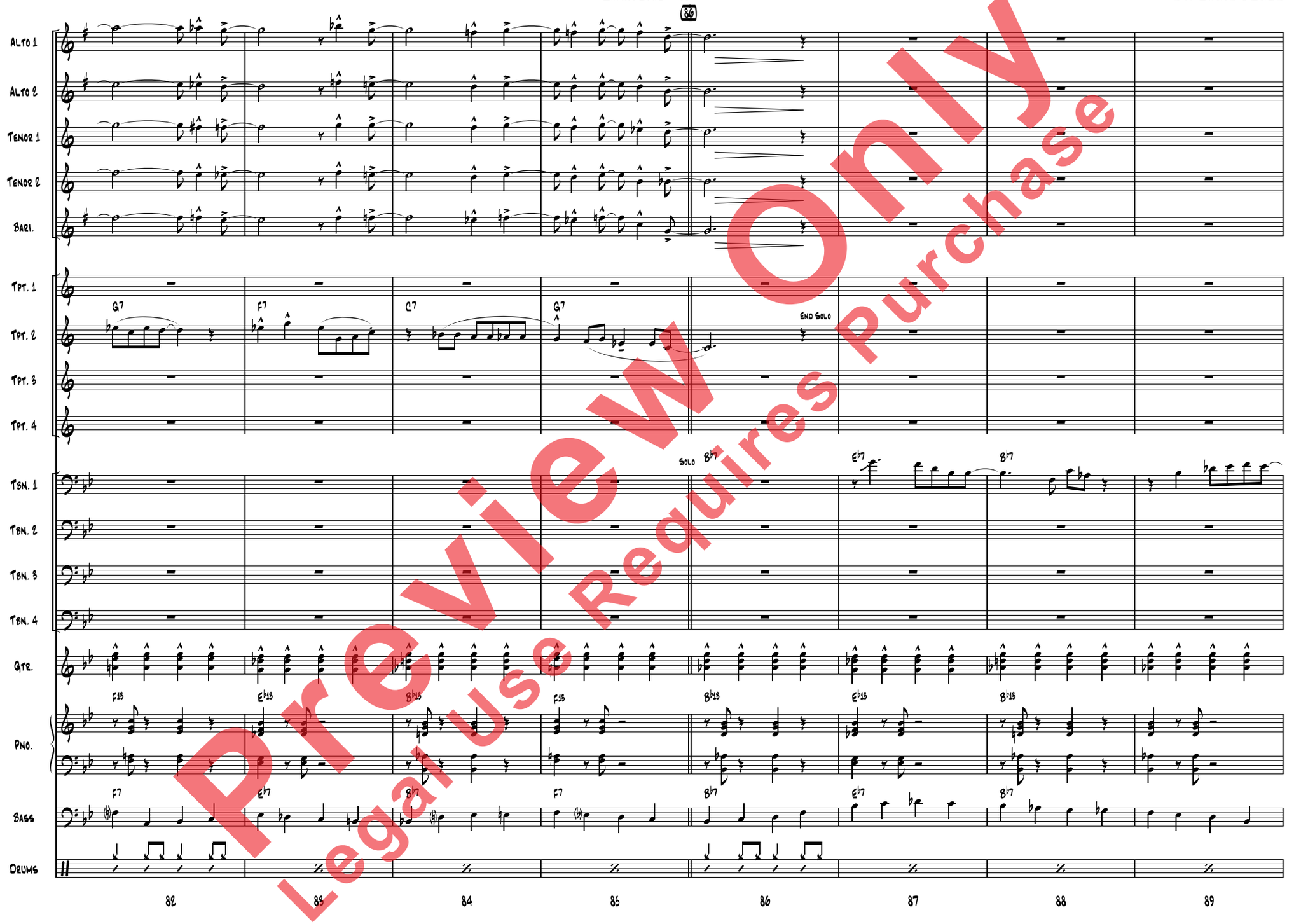

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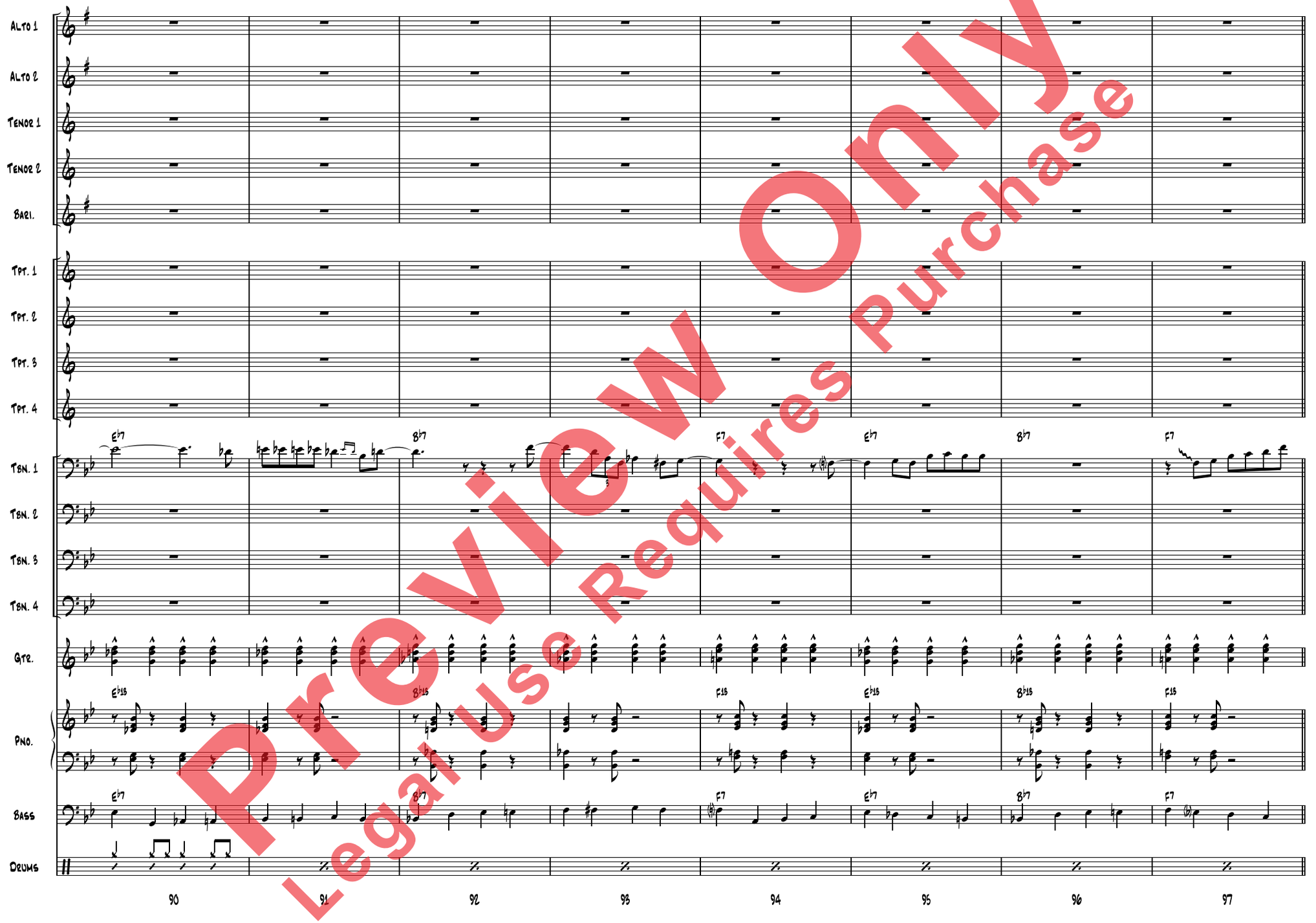

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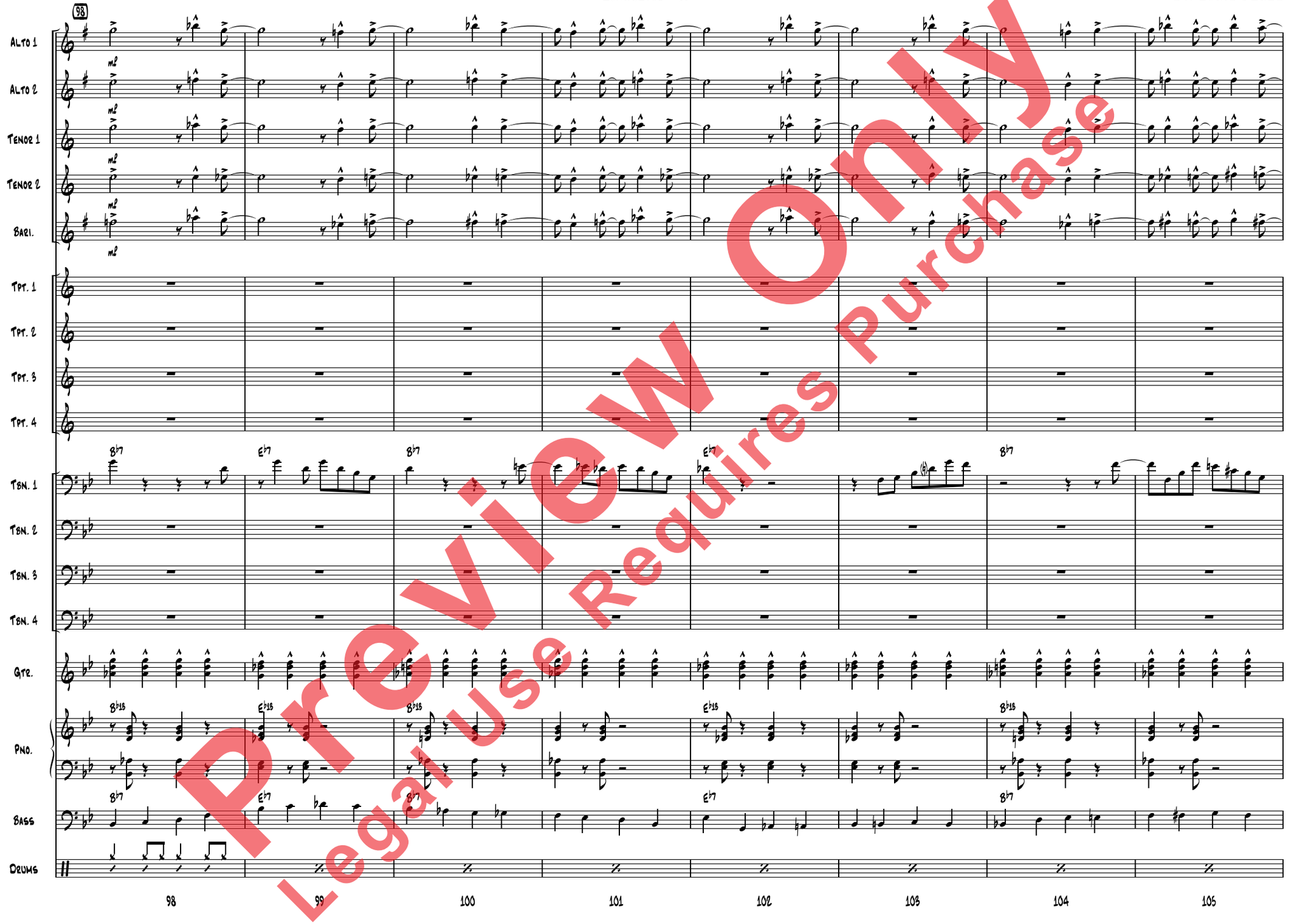

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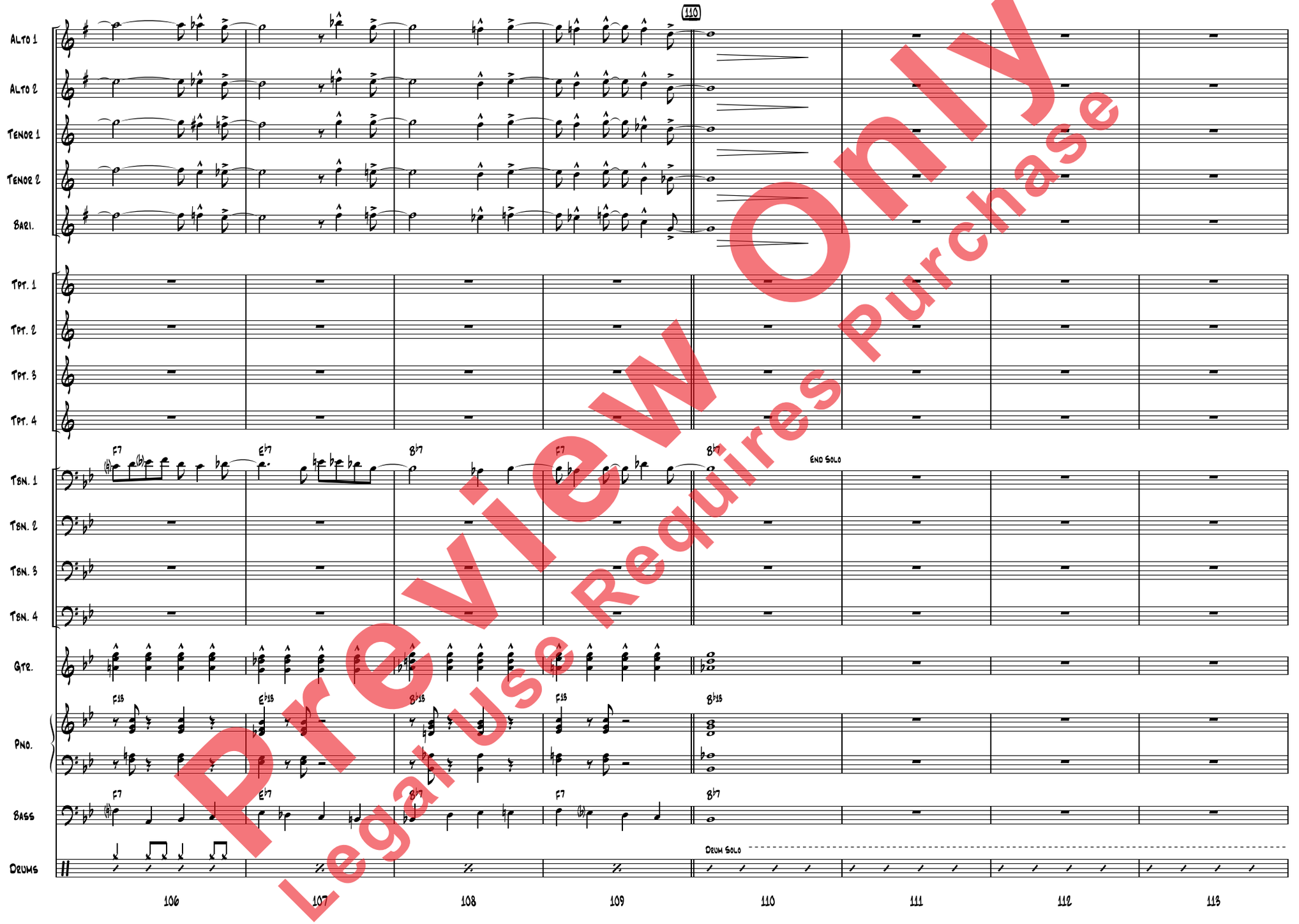

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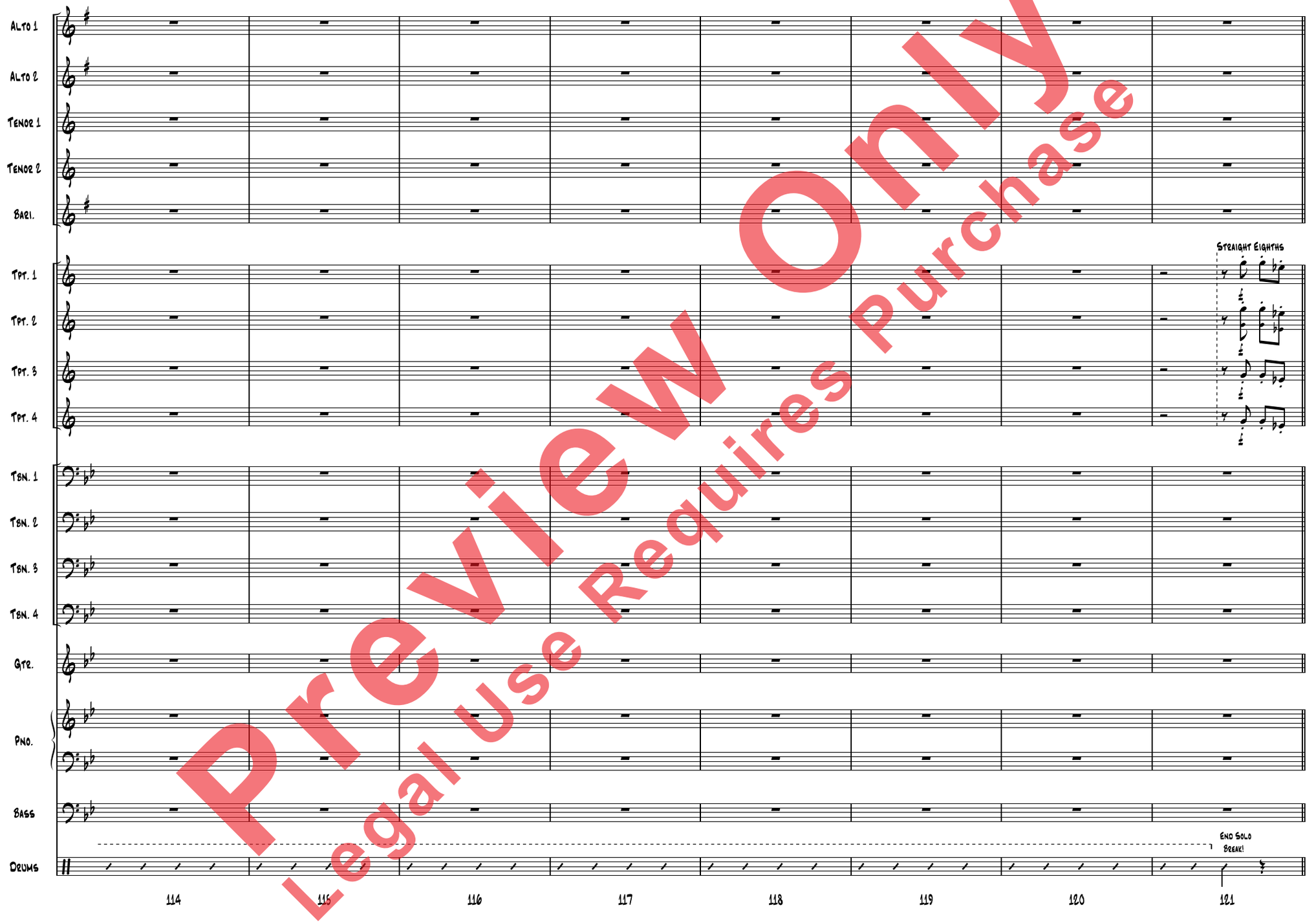

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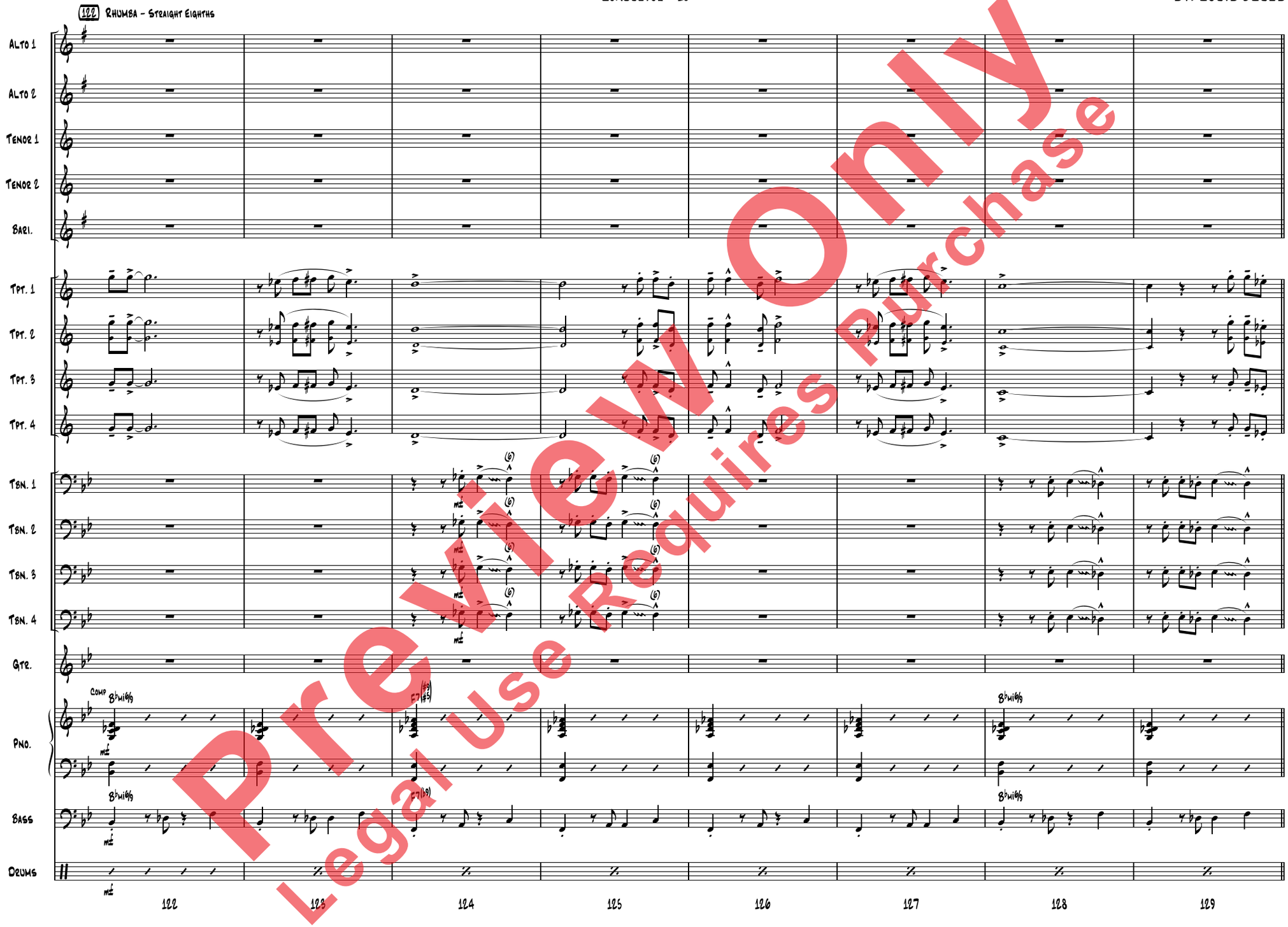

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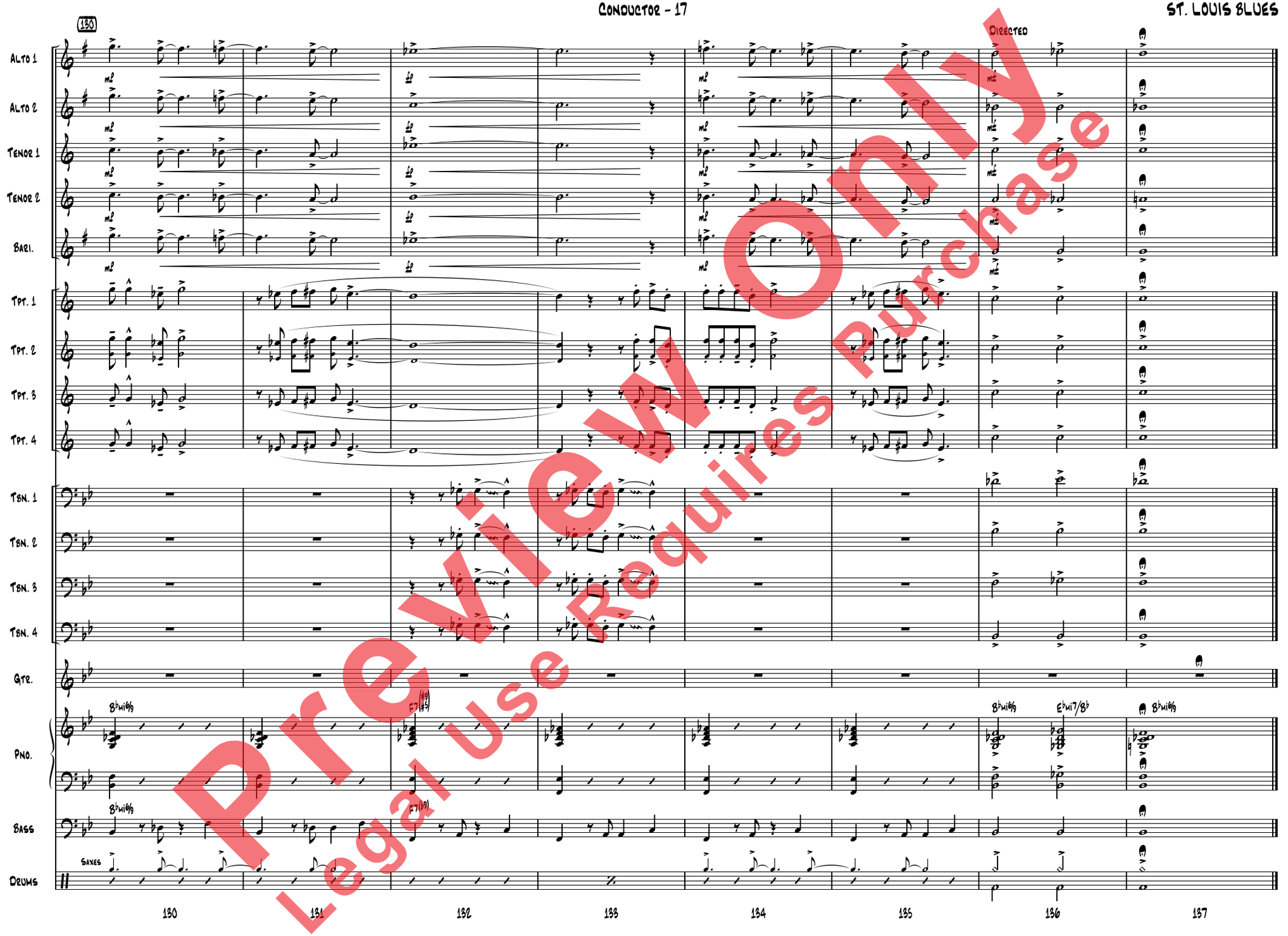

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