

## INSTRUMENTATION

Conductor

1st El Alto Saxophone

2nd El Alto Saxophone

1st Bl Tenor Saxophone

2nd Bl Tenor Saxophone (Optional)

El Baritone Saxophone (Optional)

1st Bl Trumpet

2nd Bl Trumpet

3rd Bl Trumpet (Optional)

1st Trombone
2nd Trombone (Optional)
3rd Trombone (Optional)
Guitar Chords
Guitar (Optional)
Piano
Bass
Drums

## **Optional/Alternate Parts**

C Flute
Bb Clarinet
Vibraphone
Tuba (Doubles Bass)
Horn in F (Doubles 1st Trombone)
Baritone T C / Bb Tenor Saxopho

Baritone T.C./Bb Tenor Saxophone (Doubles 1st Trombone)



FOR JAZZ ENSEMBLE

## NOTES TO THE CONDUCTOR

Composed by the great jazz pianist Erroll Garner in 1954, *Misty* has been considered a jazz classic and part of the standard jazz repertoire for all jazz musicians. Originally composed as an instrumental tune, it later had lyrics written for it by Johnny Burke. The Erroll Garner recorded version is in the Grammy Hall of Fame.

This grade 1 arrangement takes a different approach of the tune from the traditional solo ballad that is commonly performed. More in the style of Neal Hefti's composition "Li'l Darlin," this arrangement challenges the ensemble to develop a "laid-back" style, much like that of Count Basie's band.

At the slow swing tempo of this chart, the ensemble may have some difficulty interpreting a frequently occurring triplet rhythm. In order to avoid the quarter note triplets that are usually associated with the melody, I wrote a slightly syncopated alternative rhythm incorporated in many places in the chart. This example illustrates the more complex triplet rhythm:



This example shows the alternative syncopated rhythm of the same melodic idea:



I hope this rhythm will help the students to see and understand the division of the beat.

The students will be better able to see the division of the beat with this rhythm where a triplet at a slow tempo tends to lead to some guess work.

However, the overall articulation throughout the chart in this slow swing style should be precise. Direct the students to work on their legato tonguing so that slurs don't occur when they are not indicated. Marcato markings are played short, but not lightly as a staccato might be played. Using syllables to emulate the articulation markings will assist the students in their understanding of how to perform them:



The key change to F concert at measure 61 will give a refreshing lift to the conclusion of the chart along with the tag beginning at 67. The piano (also flute) has a Basie-like style figure in the tag.

Dynamics are important! Directing the ensemble to play dynamically soft in the appropriate areas will add a great deal of contrast to the arrangement and prevent the ensemble from playing overly loud in the *forte* sections.

In order for your students to have a better understanding of both the tune and the style, I would strongly urge you to have them listen to professional recordings. There are too many versions of *Misty* performed as a ballad to mention any particular one, but having the students listen to Count Basie's version of "Li'l Darlin" could be your best tool for their understanding of this slow swing style. I also recommend checking out the demo recording of this chart at alfred.com.

The guitar part (optional) is notated primarily with chord symbols for comping. Basic quarter note comping is best in this style. I suggest three-note chords if possible for transparency and simplicity. For the best sound, ask the guitarist to use medium thickness picks, which will give the sound a very bright, acoustic quality, and to hold the pick loosely between the thumb and index finger. Strum straight quarter notes, trying to cut off (mute) the sound of the chord right after striking the strings. The guitarist's quarter note rhythm should perfectly mesh so that the guitar and bass merge into one big sound.

I hope you and your students enjoy this great tune!

—Terry White



## Terry White

Terry White is a retired music educator having taught instrumental music at all levels from beginning band to college jazz ensembles for over 34 years. He has been a composer, performer and bandleader in the Portland, Maine area. Terry has written for many idioms including the Portland Symphony Orchestra, marching band, jazz ensemble and concert band. His music has been performed at the Mid West clinic in Chicago, listed on the NYSMA list and is a published composer. Terry presently writes and performs with the Portland Jazz Orchestra and is an active adjudicator and festival conductor.

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