

## **All About That Bass**

Words and Music by MEGHAN TRAINOR and KEVIN KADISH
Arranged by VICTOR LÓPEZ

## **INSTRUMENTATION**

Conductor

1st El Alto Saxophone

2nd El Alto Saxophone

1st Bl Tenor Saxophone

2nd Bl Tenor Saxophone

El Baritone Saxophone (Optional)

1st Bl Trumpet

2nd Bl Trumpet

3rd Bl Trumpet

4th Bl Trumpet (Optional)

1st Trombone
2nd Trombone
3rd Trombone (Optional)
4th Trombone (Optional)
Guitar Chords
Guitar (Optional)
Piano
Bass

Drums

## **Optional/Alternate Parts**

C Flute

B♭ Clarinet

Vibraphone

Tuba (Doubles Bass)

Horn in F (Doubles 1st Trombone)

1st Baritone Horn T.C./Bb Tenor Saxophone (Doubles 1st Trombone)
2nd Baritone Horn T.C./Bb Tenor Saxophone (Doubles 2nd Trombone)
3rd Baritone Horn T.C./Bb Tenor Saxophone (Doubles 3rd Trombone)

## **NOTES TO THE CONDUCTOR**

Born on December 22, 1993, Meghan Trainor, an American singer-songwriter, musician, and producer, is best known for the song "All About That Bass." She grew up in Nantucket, Massachusetts, and has been writing songs since age 11.

Arranged with the catchy melody and an infectious beat, this pop tune definitely has a bit of a '50s/'60s doo-wop feel that makes it refreshing and stand out from anything else that is being played on pop radio. Additionally, the rhythmic repetition throughout makes it very easy to learn and teach. It has a throwback soul-beat feel with a simple bass line and a catchy melody.

The drumset solo at the beginning should be played firmly and with energy to establish the rhythmic groove. At m. 5, the bass line, a two-measure motive, is introduced with the quitar, piano, baritone sax, and trombones doubling its part. Note that the guitar part doubles the bass line throughout the chart to reinforce the bass. Additionally, handclaps have been written in some of the parts, and students should be instructed to rest the instrument properly and have it ready to play after the "handclaps."

The melody pickups to m. 13, with the exception of the bari sax and 4th trombone, are handled by the saxophones and trombones—direct the band to play this line with confidence. At m. 21, the melody is given to the trumpets and followed by the trombones and tenor saxes at m. 29. Make certain that as melodic transitions occur, for example, mm. 35–36, the musicians play it smoothly with comparable dynamics and intensity.

Regarding articulation, the marcato, or rooftop, marking is played detached and accented—think "daht." As in all jazz ensemble music, the last eighth note in a group of two or more notes is short.

In a pop tune like this, dynamic nuances are typically not critical, but do your best to contrast when possible.

This arrangement contains many unison and tutti sections. Consequently, make certain to have the lower-sounding instruments play out a bit more than the higher-sounding instruments. This will make those sections sound fuller and enhance the ensemble's balance. Notice that for added flexibility, this arrangement provides several optional parts.

Keep in mind that young students seem to relate dearly to popular music; therefore, use this piece as a tool to stimulate them to practice, observe articulation, and most importantly, have fun playing music.

Enjoy!

—Victor López





**Victor** 

López

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