

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

Magnolias Dripping With Molasses (from Deep South Suite)

By Duke Ellington and Billy Strayhorn

As performed by the Duke Ellington Orchestra

Transcribed by Christopher Crenshaw for Jazz at Lincoln Center

Full Score

This transcription was made especially for Jazz at Lincoln Center's 2015-16
Twenty-First 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 ampli-

fier. 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. Solos and rhythm section parts without chord changes should be played as is or with a little embellishment. Solos and rhythm section parts with chord changes should be improvised. However, written passages should be learned because they are an important part of our jazz heritage and help the player understand the function of his particular solo or accompaniment. Soloists should learn the chord changes. Solos should not be approached as opportunities to show off technique, range, or volume, but should be looked at as a great 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.”

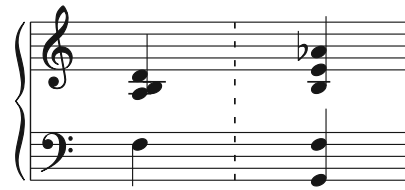
Stop time • a regular pattern of short breaks (usually filled in by a soloist).

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

MAGNOLIAS DRIPPING WITH MOLASSES

INSTRUMENTATION

Reed 1 – Clarinet/Alto Sax

Reed 2 - Clarinet/Alto Sax

Reed 3 – Clarinet/Tenor Sax

Reed 4 - Tenor Sax

Reed 5 - Bari Sax

Trumpet 1

Trumpet 2

Trumpet 3

Trumpet 4

Trombone 1

Trombone 2

Trombone 3

Piano

Bass

Drums

ORIGINAL RECORDING INFORMATION

Composer • Duke Ellington and Billy Strayhorn

Arranger • Duke Ellington and Billy Strayhorn

Recorded • November 23, 1946 in New York (concert, Carnegie Hall)

Original Issue • V-Disc 750

Currently available on CD • Classics 1015 (*Duke Ellington and His Orchestra, 1946*)

Currently available as digital download • Amazon, (Duke Ellington, *Deep South Suite* (pt. 1) (Note: iTunes download is a recreation of the original performance)

Personnel • Duke Ellington (leader, piano); Shelton Hemphill, Taft Jordan, Cat Anderson, Francis Williams, Harold “Shorty” Baker; Ray Nance (trumpet); Lawrence Brown, Claude Jones, Wilbur DeParis (trombone); Johnny Hodges, Russell Procope (alto sax and clarinet); Jimmy Hamilton (tenor sax and clarinet); Al Sears (tenor sax); Harry Carney (baritone sax); Fred Guy (guitar); Oscar Pettiford (bass); Sonny Greer (drums)

Soloists • Duke Ellington (piano); Taft Jordan (trumpet); Sonny Greer (drums); Taft Jordan (trumpet); Lawrence Brown (trombone); Jimmy Hamilton (clarinet)

REHEARSAL NOTES

• In 1943, Duke Ellington initiated a series of annual concerts at Carnegie Hall. Each one was distinguished by the premiere of a new extended work, and in 1946 he unveiled the *Deep South Suite*. This was a complicated time

in American history, coming right after the winning of World War II, and yet, African-American soldiers who had fought so bravely for their country came to the same kinds of discrimination they had experienced before they left. Slowly things began to change, and this feeling is reflected in this movement of the *Deep South Suite*. Ellington alternates swinging, contemporary sounds with repeated quotations from tunes that were associated with the years surrounding the Civil War. It's strange that he never recorded this piece – all that exists are two concert performances.

• Before you rehearse this, have the band get familiar with *Swanee River* and *Dixie*, and then listen to this piece and circle the many quotations that are buried in the ensemble and solo parts.

• The challenge in bringing this piece to life is as much conceptual as it is technical. It may be best to approach and rehearse the music in sections, almost like chapters in a book. That way the performance can take on a greater coherence, and not just as a series of choruses.

• Ellington never wrote drum parts, giving his drummers great creative freedom. He famously said of his original drummer, Sonny Greer, “When he heard a ping, he responded with the most apropos pong.” Your drummer should study what Greer does closely and then try and find some new things to do as well, but remember that the drums always have to fit IN the band, not ON TOP of it.

• Many of Ellington's pieces begin with extended piano introductions, which helped set the tempo and also created the groove that the band would fit into. You can do the same thing. Each of Ellington's pieces have a specific feel, and that's the great challenge for the soloists in this piece.

• Rehearse the horns at **A** without the rhythm section until all of the various rhythms fit together, like pieces of a jigsaw puzzle. Each part must be played precisely. Also pay close attention to all of the dynamic markings. Sometimes one section will have a different marking from another, and that's a key element in realizing Ellington's overall concept.

• Pace the crescendos at **B** and **D** gradually. Each measure should be a little louder than the one before it. It takes patience, but a band that can pull off a long crescendo or decrescendo has superior skills that will bear fruit any number of ways.

• Letter **F** looks deceptively simple: be sure to rehearse it with horns only until everything locks in and swings. It's the ensemble tutti passages that hold the piece together between the solo sections.

• Emphasize the sudden *p* at **I** for the trombone solo. Reeds: be sure to sustain the long notes at **K** precisely and to play them with a singing, blended sound.

• Remember that unlike 99% of other arrangers, Ellington varies who plays the lead and the voicings and sounds of the horn parts. Examine each section to see who is playing what. Also, sometimes it's not the lead voice that predominates. This is why close listening to the original recordings is essential. It's also worthwhile to seek out other performances of the piece.

• The reed and brass call and response at **L** must be precise and keep in mind that it's a background to the trombone solo. Play it at *mf*, saving the *f* for **N**. The last four bars of **N** make a gradual decrescendo, and set the stage

for the *Dixie* quotes at **O**.

• Rehearse from **Q** to the end, paying extra close attention to the dynamics, which keep shifting. The notes themselves shouldn't be that much of a challenge – it's the phrasing and above all the dynamics that are essential to making the piece conclude as intended. Take the time when rehearsing **S** to make the *mf*, *f* and *ff*'s all sound different.

-Loren Schoenberg

To listen to original recordings, view interactive videos of Wynton Marsalis leading the Jazz at Lincoln Center Orchestra in rehearsals, and obtain rehearsal guides for the *Essentially Ellington* 2015-16 repertoire please visit jazz.org/EE.

CONDUCTOR

Jazz at Lincoln Center Library - Essentially Ellington

MAGNOLIAS DRIPPING WITH MOLASSES

(from Deep South Suite)

Duke Ellington and Billy Strayhorn
Transcribed by Christopher Crenshaw

♩ = 68

Clarinet

Reed 1

mf

Clarinet

2

mf

Clarinet

3

Tenor Sax

4

mf

Bari Sax

5

mf

rit...

♩ = 170

to Alto Sax

to Alto Sax

to harmon mute

Trumpets 1

2

3

4

to harmon mute

Trombones 1

2

3

Piano

arco

opt. gong

cymbal crash

Charleston jungle groove

on toms

f

p

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Alto

Alto

Clar.

Tenor

Bari

Tpts. 1

2

3

4

Tbns. 1

2

3

Pno.

Bs.

Drs.

Alto Sax

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The image shows a page from a musical score for the piece 'Magnolias Dripping with Molasses'. The score is for a large ensemble, including woodwinds, brass, piano, and drums. The instruments listed on the left are Alto (two staves), Clarinet, Tenor, Bari (Baritone), Tpts. 1-4 (Trumpets), Tbns. 1-3 (Tubas), Piano (Pno.), Bass (Bs.), and Drums (Drs.). The Alto Sax part is also indicated. The score is written in 4/4 time with a key signature of one flat (Bb). The music is in common time. The piano part features a complex, rhythmic melody with many sixteenth and thirty-second notes. The bass and drums provide a steady, rhythmic foundation. The woodwinds and brass parts are mostly silent, with some notes appearing in the later measures. A large, diagonal red watermark reading 'Legal Use Requires Purchase' is overlaid across the entire page.

Magnolias Dripping with Molasses

3

A Alto Sax

The musical score is for a piece titled "Magnolias Dripping with Molasses". It features a variety of instruments including Alto Sax, Alto, Clarinet, Tenor, Bari, Tpts. 1-4, Tbn. 1-3, Pno., Bs., and Drs. The score is written in 4/4 time and includes a key signature of one flat (B-flat). The Alto Sax part begins with a melodic line in the first measure, followed by a series of eighth notes. The Alto, Clarinet, and Bari parts provide harmonic support with various rhythmic patterns. The Tenor part has a melodic line in the first measure, followed by a series of eighth notes. The Tpts. 1-4 part is a simple harmonic line. The Tbn. 1-3 part has a melodic line in the first measure, followed by a series of eighth notes. The Pno. part has a simple harmonic line. The Bs. part has a melodic line in the first measure, followed by a series of eighth notes. The Drs. part has a simple harmonic line. The score includes a large red watermark that reads "Preview Only" and "Legal Use Requires Purchase".

Alto

Alto

Clar.

Tenor

Bari

Tpts. 1

2

3

4

Tbn. 1

2

3

Pno.

Bs.

Drs.

mp

mf ³

Magnolias Dripping with Molasses

B

Alto *mp* *cresc.*

Alto *mp* *cresc.*

Clar. *mf* to Tenor Sax

Tenor *mp* *cresc.*

Bari *mp* *cresc.*

Tpts. 1 *mf* harmon mute to open

2 *mf* harmon mute to open

3 *mf* harmon mute to open

4 *mf* harmon mute to open

Tbns. 1 *mf* *mp* *cresc.*

2 *mf* *mp* *cresc.*

3 *mf* *mp* *cresc.*

Pno. *cresc.*

Bs. *cresc.*

Drs. *cresc.*

Alto

Alto

Tenor

Tenor

Bari

Tpts. 1

2

3

4

Tbns. 1

2

3

Pno.

Bs.

Drs.

open

f open

f open

f open

f open

f

mf

mf

mf

mf

mf

15^{me}-----

8^{va}-----

15^{me}-----

8^{va}-----

Tenor Sax

C

Magnolias Dripping with Molasses

2. D

This musical score is for the second ending of the piece 'Magnolias Dripping with Molasses'. It begins with a key signature of one sharp (F#) and a 2/4 time signature. The score is written for a piano, with dynamics marked 'p' (piano) throughout. The notation includes various musical symbols such as notes, rests, and accidentals. A large, diagonal red watermark reading 'Legal Use Requires Purchase' is overlaid across the entire page. The score is organized into systems, with some measures containing repeat signs (double bar lines with dots) and others containing specific musical notation.

Magnolias Dripping with Molasses

2

[illegible]

Magnolias Dripping with Molasses

Alto *fp*

Alto *fp*

Tenor *fp*

Tenor *fp*

Bari *fp*

Tpts. 1

2

3

4

Tbns. 1 *fp*

2 *fp*

3 *fp*

Pno.

Bs.

Drs. *mf*

F

Legal Use Requires Purchase

Alto

Alto

Tenor

Tenor

Bari

Tpts. 1

2

3

4

Tbns. 1

2

3

Pno.

Bs.

Drs.

pizz.

2-bar drum fill

2-bar drum fill

This musical score is for the piece 'Magnolias Dripping with Molasses'. It is a 9-page score, with this being page 9. The score is written for a large ensemble, including Alto, Tenor, Bari, Tpts. 1-4, Tbns. 1-3, Pno., Bs., and Drs. The key signature is one flat (Bb), and the time signature is 4/4. The score features a large red watermark that reads 'Preview Only' and 'Legal Use Requires Purchase'. The music is written in a standard staff format with various musical notations, including notes, rests, and dynamic markings. The drums part includes specific instructions for '2-bar drum fill' and 'pizz.' (pizzicato).

Score for "Magnolias Dripping with Molasses" (Page 10). The score includes parts for Alto, Tenor, Bari, Tpts. 1-4, Tbens. 1-3, Pno., Bs., and Drs.

Chord Progression (Bass):

- Measures 1-2: B $\flat$
- Measure 3: D7
- Measure 4: B $\flat$
- Measure 5: B $\flat$
- Measure 6: F7
- Measure 7: B $\flat$
- Measure 8: G7
- Measure 9: C7
- Measure 10: F7
- Measure 11: F7+5

Drum Part (Drs.):

- Measures 1-2: *mf* backbeat shuffle open sock
- Measures 3-4: *mf*
- Measures 5-11: *mf*

Trumpet Part (Tpts. 3):

- Measures 1-2: C
- Measure 3: E7
- Measure 4: F
- Measure 5: C
- Measure 6: A
- Measure 7: G7
- Measure 8: C
- Measure 9: A7
- Measure 10: D7
- Measure 11: G7

Other Parts:

- Alto/Tenor/Bari:** Melodic lines with triplets in measures 3-4 and 5-6.
- Tpts. 1-2:** Rests.
- Tbens. 1-3:** Rests.
- Pno.:** Rests.

Score for Magnolias Dripping with Molasses, page 11. The score includes parts for Alto, Tenor, Bari, Tpts. 1-4, Tbns. 1-3, Pno., Bs., and Drs.

The Alto, Tenor, and Bari parts feature a melodic line with a triplet in the first measure of the system. The Tpts. 1-4 part includes a melodic line with a triplet in the first measure of the system. The Tbns. 1-3 part includes a melodic line with a triplet in the first measure of the system. The Pno. part includes a melodic line with a triplet in the first measure of the system. The Bs. part includes a melodic line with a triplet in the first measure of the system. The Drs. part includes a melodic line with a triplet in the first measure of the system.

Chord symbols: C, E7, F, C, G7, C, A7, D7, G7, C, Bb, D7, Bb, F7.

Performance markings: solo, >.

I

Alto

Alto

Tenor

Tenor

Bari

Tpts. 1

2

3

4

Tbns. 1

2

3

Pno.

Bs.

Drs.

p

p

p

p

mp closed sock

mp

Bb Bb7+5 Eb7 Eo7 Bb F7 Bb7 G7+5 C9 F7+5

Bb Bb7+5 Eb7 Eo7 Bb F7 Bb7 G7+5 C9 F7+5

This musical score is for the piece 'Magnolias Dripping with Molasses'. It features a vocal ensemble consisting of four Alto parts, four Tenor parts, and four Bari parts, all starting with a piano (*p*) dynamic. The instrumental section includes four Trumpets (Tpts.), three Trombones (Tbns.), Piano (Pno.), Bass (Bs.), and Drums (Drs.). The Bass part includes a 'closed sock' instruction. The Drums part starts with a mezzo-piano (*mp*) dynamic. The score is marked with various chords: Bb, Bb7+5, Eb7, Eo7, Bb, F7, Bb7, G7+5, C9, and F7+5. A large red watermark 'Preview Only' is overlaid diagonally across the page.

Score for Magnolias Dripping with Molasses, page 13. The score includes parts for Alto, Tenor, Bari, Tpts. 1-4, Tbn. 1-3, Pno., Bs., and Drs. A large red watermark "Preview Only" is overlaid diagonally across the page.

The score is written in 4/4 time. The key signature is one sharp (F#). The tempo is marked with a box containing the letter "J".

The Alto and Tenor parts have a melodic line starting on a whole note F#4, moving to a half note G#4, then a quarter note A4, and finally a quarter note B4. The Bari part has a similar melodic line, starting on a whole note F#3, moving to a half note G#3, then a quarter note A3, and finally a quarter note B3. The Tpts. 1-4 part has a melodic line starting on a whole note F#4, moving to a half note G#4, then a quarter note A4, and finally a quarter note B4. The Tbn. 1-3 part has a melodic line starting on a whole note F#3, moving to a half note G#3, then a quarter note A3, and finally a quarter note B3. The Pno. part has a melodic line starting on a whole note F#3, moving to a half note G#3, then a quarter note A3, and finally a quarter note B3. The Bs. part has a melodic line starting on a whole note F#3, moving to a half note G#3, then a quarter note A3, and finally a quarter note B3. The Drs. part has a melodic line starting on a whole note F#3, moving to a half note G#3, then a quarter note A3, and finally a quarter note B3.

Chord progressions are indicated below the Tbn. 1 and Bs. parts:

Tbn. 1: Bb, Bb7+5, Eb7, Eo7, Bb, F7, Bb7, G7, C7, F7, Bb

Bs.: Bb, Bb7+5, Eb7, Eo7, Bb, F7, Bb7, G7+5, C9, F7+5, Bb

K

Alto

Tenor

Bari

Tpts. 1

2

3

4

Tbns. 1

2

3

Pno.

Bs.

Drs.

p

Chords: Eb7, Bb, Eb7, Gm, C7, F7

The musical score is arranged in a standard orchestral format. The vocal section at the top includes staves for Alto, Tenor, and Bari, with a 'K' time signature. Below them are four staves for Trumpets (Tpts. 1-4) and three for Trombones (Tbns. 1-3). The piano (Pno.) and double bass (Bs.) parts follow, with the double bass including a key signature change to B-flat major. The drum (Drs.) part at the bottom features a complex rhythmic pattern with various note values and rests. A large red watermark 'Preview Only' is overlaid diagonally across the entire page.

Score for Magnolias Dripping with Molasses, page 15. The score includes parts for Alto, Tenor, Bari, Tpts. 1-4, Tbn. 1-3, Pno., Bs., and Drs.

The Alto part begins with a box containing the letter 'L'. The Tenor and Bari parts follow. The Tpts. 1-4 part includes a key signature change to Bb and a series of notes. The Tbn. 1-3 part includes a key signature change to Bb and a series of notes. The Pno. part is marked with a key signature change to Bb. The Bs. part includes a key signature change to Bb and a series of notes. The Drs. part includes a key signature change to Bb and a series of notes.

Chord markings for the Tbn. 1-3 part include: Bb, Bb7+5, Eb7, Eo7, BbF, F7, Bb, G7, C7, F7.

Chord markings for the Bs. part include: Bb, Bb7+5, Eb7, Eo7, BbF, F7.

The Drs. part includes a key signature change to Bb and a series of notes. The dynamic marking *mf* is present at the beginning of the part.

Score for Magnolias Dripping with Molasses, page 16. The score includes parts for Alto, Tenor, Bari, Tpts. 1-4, Tbn. 1-3, Pno., Bs., and Drs.

Key signature: B-flat major (two flats). Time signature: 4/4.

Rehearsal mark M is at the beginning of the page. Rehearsal mark N is at the end of the page.

Chord markings for Tbn. 1 and Bs.:

- Tbn. 1: Bb, Bb7+5, Eb7, Eo7, Bb, F7, Bb, G7
- Bs.: Bb, Bb7+5, Eb7, Eo7, Bb, F7, Bb, G7

Drum notation includes "open sock" and "closed sock" markings.

Dynamic markings include *f* (forte) and *sf* (sforzando).

Instrumentation changes: "to Clarinet" is noted for the Tenor part.

Alto

Alto

Tenor

Tenor

Bari

Tpts. 1

2

3

4

Tbns. 1

2

3

Pno.

Bs.

Drs.

switch to mallets

mallets

mf

mp

The image shows a page of a musical score for the piece 'Magnolias Dripping with Molasses'. The score is for a large ensemble, including Alto, Tenor, Bari, Tpts. 1-4, Tbns. 1-3, Pno., Bs., and Drs. The music is written in 4/4 time and features a key signature of one flat (B-flat). The score includes various musical notations such as notes, rests, and dynamic markings. A large, diagonal red watermark reading 'Preview Only' is overlaid across the center of the page. The page number '17' is in the top right corner, and the title 'Magnolias Dripping with Molasses' is in the top left corner. The page number '44945S' is in the bottom left corner. The score includes a 'switch to mallets' instruction for the Drums and a 'mallets' instruction for the Basses. The dynamic markings *mf* and *mp* are also present.

Score for Magnolias Dripping with Molasses, page 18. The score includes parts for Alto, Clarinet, Tenor, Bari, Tpts. 1-4, Tbn. 1-3, Pno., Bs., and Drs. (Drum). A rehearsal mark 'O' is present at the beginning of the Alto part.

The score is marked with a large red watermark: "Preview Only - Legal Use Requires Purchase".

Drum notation includes: cymbal roll, cymbal crash, switch to sticks, and sticks. Dynamics include *mp* and *f*.

Magnolias Dripping with Molasses

This image shows a page from a musical score, likely for a concert band or orchestra. The score is written for multiple instruments, including Alto, Clarinet (Clar.), Tenor (Tenor), Bari (Baritone), Tpts. 1-4 (Trumpets), Tbn. 1-3 (Tubas), Pno. (Piano), Bs. (Bass), and Drs. (Drums). The notation includes various musical symbols such as notes, rests, and dynamic markings like *mf* (mezzo-forte) and *f* (forte). A large red watermark reading "Preview Only Requires Purchase" is overlaid diagonally across the page, indicating that this is a preview of a document that requires purchase for full access.

Q

Alto

Alto

Clar.

Tenor

Bari

Tpts. 1

2

3

4

Tbns. 1

2

3

Pno.

Bs.

Drs.

C

E7-9

A7

D7

G7

C

dim.

dim.

dim.

dim.

mp

mp

mp

Bb7

D7-9

Gm

G7

C7

F7

Bb

mp

Charleston jungle groove

mp

This image shows a page from a musical score, likely for a full orchestra and choir. The score is written in 2/4 time and features various dynamics such as *mf* (mezzo-forte), *p* (piano), and *f* (forte). The instruments and voices included are Alto, Clarinet, Tenor, Bari, Tpts. 1-4, Tbns. 1-3, Pno., Bs., and Drs. The score is marked with a large red watermark that reads "Preview Only".

Magnolias Dripping with Molasses

This musical score is for the piece 'Magnolias Dripping with Molasses'. It is written for a piano and a large ensemble of strings. The piano part features a melodic line with various chords (C, A7+5, D7, G9) and a dynamic marking of *mf*. The string ensemble consists of Violins I, Violins II, Violas, Cellos, and Double Basses, all playing sustained notes with a dynamic marking of *mf*. The score is marked with a large red 'Legal Use Requires Purchase' watermark.

This musical score is for the piece "Magnolias Dripping with Molasses". It is a full orchestral score with the following parts:

- Alto:** Two staves, both playing a melodic line with eighth notes and rests. Dynamics include *f* and *ff*.
- Clar.:** Clarinet part with a melodic line. Chord symbols above the staff include F, F#o7, C7sus, A7, D7-9, and G7+9-13. Dynamics include *f* and *ff*.
- Tenor:** Tenor saxophone part with a melodic line. Dynamics include *f* and *ff*.
- Bari:** Baritone saxophone part with a melodic line. Dynamics include *f* and *ff*.
- Tpts. 1:** Trumpet 1 part with a melodic line. Dynamics include *f* and *ff*.
- 2:** Trumpet 2 part with a melodic line. Dynamics include *f* and *ff*.
- 3:** Trumpet 3 part with a melodic line. Dynamics include *f* and *ff*.
- 4:** Trumpet 4 part with a melodic line. Dynamics include *f* and *ff*.
- Tbns. 1:** Trombone 1 part with a melodic line. Dynamics include *f* and *ff*.
- 2:** Trombone 2 part with a melodic line. Dynamics include *f* and *ff*.
- 3:** Trombone 3 part with a melodic line. Dynamics include *f* and *ff*.
- Pno.:** Piano part with a melodic line. Dynamics include *f* and *ff*.
- Bs.:** Bass part with a melodic line. Chord symbols below the staff include Eb, Eo7, Bb7sus, G7, C7+5, and F7+9-13. Dynamics include *ff*.
- Drs.:** Drums part with a rhythmic pattern. Dynamics include *ff*.

The score is marked with a large red "Preview Only" watermark.

essentially ellington

The *Essentially Ellington* High School Jazz Band Program (*EE*) is one of the most unique curriculum resources for high school jazz bands in the United States, Canada, and American schools abroad. *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 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 bands in the U.S., Canada, and American schools abroad.

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 2015, *EE* has distributed scores to more than 4,200 schools in all 50 states, Canadian provinces, and American schools abroad.

Since 1995, over 567,000 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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