

As performed by Cole Swindell

She Had Me at Heads Carolina

Words and Music by Tim Nichols, Jesse Frasure, Thomas Rhett, Mark Sanders, Cole Swindell and Ashley Gorley Arranged by Michael Kamuf

- 1 Conductor
- 8 Flute
- 2 Oboe
- 2 Bassoon
- 4 1st B^J Clarinet
- 4 2nd B_b Clarinet
- 2 Bb Bass Clarinet
- 5 E Alto Saxophone
- 2 B^J Tenor Saxophone
- 2 E Baritone Saxophone
- 4 1st B_b Trumpet
- 4 2nd B^J Trumpet
- 4 F Horn

INSTRUMENTATION

- 4 Trombone
- 2 Baritone
- 2 Baritone Treble Clef
- 4 Tuba
- 2 Electric Bass
- 2 Xylophone
- 4 Percussion 1 (Hi-Hat Cymbals/Snare Drum/ Ride Cymbal, Bass Drum or Optional Drumset)
- 2 Percussion 2
- (Suspended Cymbal, Crash Cymbals) 2 Timpani
- (Tune: F, B¹, C)

WORLD PARTS

Available for download from www.alfred.com/supplemental

Eb Alto Clarinet Horn in Eb Trombone in Bb Bass Clef Trombone in Bb Treble Clef Baritone in Bb Bass Clef Tuba in Eb Bass Clef Tuba in Eb Treble Clef Tuba in Bb Bass Clef Tuba in Bb Treble Clef

PROGRAM NOTES

From the top of the country charts, Cole Swindell's latest hit single pays tribute to singer and songwriter Jo Dee Messina and her debut single from 1996, "Heads Carolina, Tails California."

PROGRAM NOTES

As with all pop and jazz music, woodwind and brass players should approach the articulation in a legato fashion with short notes utilizing a "dit" or "daht" syllable and tenuto marks and unmarked notes with a "doo" syllable. The Percussion 1 part is written so that it may be played by one player on drumset or by two players (player 1—hi-hat cymbals, ride cymbal, and snare drum; player 2—bass drum). If two percussionists are utilized for this part, players should strive to sound like one player on a drumset and be mindful of their dynamics, particularly in measures 49–55.

The opening flute, oboe, clarinets, and mallet figures represent the guitar passage at the beginning of the tune. A clean and consistent approach to articulation in this passage will provide the ensemble with drive and momentum. At measure 5, the alto and tenor saxophones and horn state the first melody. Here, and throughout the arrangement, students should be aware of when they have the melody and when they have accompaniment figures to ensure good balance within the ensemble.

Throughout the arrangement, but particularly from measure 21 through the end, the accents play a pivotal role in keeping the drive alive!

I hope you and your students enjoy playing my arrangement!

Please note: Our band and orchestra music is now being collated by an automatic high-speed system.

The enclosed parts are now sorted by page count, rather than score order.

Michael Kamp



Grade 2



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