

Belwin JAZZ

a division of Alfred

BLUESIN THE NIGHT

Words by JOHNNY MERCER Music by HAROLD ARLEN Arranged by LISA DeSPAIN

INSTRUMENTATION

Conductor

Ist E Alto Saxophone 2nd E Alto Saxophone **Ist B** Tenor Saxophone 2nd B Tenor Saxophone E Baritone Saxophone (Optional) Ist B Trumpet

2nd B Trumpet

3rd B Trumpet

4th B Trumpet (Optional)

ist Trombone

2nd Trombone

3rd Trombone (Optional)

4th Trombone (Optional)

Guitar Chords

Guitar (Optional)

Piano

Bass

Drums

Optional Alternate Parts

C Flute (Optional) Tuba (Optional) Horn in F (Doubles **Ist Trombone**) Ist Baritone T.C. (Doubles **Ist Trombone**) 2nd Baritone T.C. (Doubles

2nd Trombone)



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NOTES TO THE CONDUCTOR

This arrangement of "Blues in the Night" is a great vehicle to work with young players on the shuffle/swing eighth feel. All written eighth notes should be played with a swing triplet feel, including those figures that alternate between triplets and eighth notes (measures 19–21 for example).

The shuffle feel should be less jazzy and more bluesy, down-home, and dirty. I suggest listening to great shuffle blues players like B.B. King and Muddy Waters. Specific examples include B.B. King's "Mean Old World" from his CD *Blues on the Bayou* or "Tired of Your Jive" or "Waitin' on You" from *Blues Is King*. Also try Muddy Waters' "Just to Be With You" or "Forty Days and Forty Nights" from his CD *His Best* (essential listening, especially for your drummer).

Then work from the rhythm section up. Make sure the rhythm section is grooving together, working as one unit. Have them focus on landing squarely on the downbeats (1, 2, 3, 4) together like a stop-time. This should ground them so they can safely add in the loping triplet feel. Next, add the trombones in sections where they are actually laying down the groove also (measures 9–10 and 15–16 for example), working as part of the rhythm section. Finally, add the melodic elements, also focusing on the groove, grounding themselves on the accented beats. Everything should then lock together like one big puzzle.

I have fragmented the solo section throughout the band to give a moment to feature nearly all of your players. Measures 35–58 could easily be opened up to accommodate a featured soloist or additional small soloists.

Regarding the "blat" note—this is alluding to the train whistle, big and honky. It can be a fun, dramatic element. Have the students hit it hard and loud but with some restraint, not over-blowing their horns. If they go too hog wild, it will sound like a mistake, not a train whistle.

Please enjoy.

CONDUCTOR JEMO4016C **BLUES IN THE NIGHT**

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