

## JAZZ EXPRESSIONS SERIES

## **'ROUND MIDNIGHT**

Words by BERNIE HANIGHEN

Music by COOTIE WILLIAMS and THELONIOUS MONK

Arranged by MIKE LEWIS

### **INSTRUMENTATION**

Conductor 1st Trombone OPTIONAL/ALTERNATE PARTS Ist E♭ Alto Saxophone 2nd Trombone C Flute/Vibraphone 2nd E Alto Saxophone 3rd Trombone B Clarinet 4th Trombone Ist Bb Tenor Saxophone Violin Guitar Chords 2nd B Tenor Saxophone Viola E Baritone Saxophone Guitar Cello Ist B♭ Trumpet Piano Horn in F (Doubles 1st Trombone) 2nd Bb Trumpet Baritone T.C. (Doubles 1st Trombone) Bass 3rd B Trumpet Drums Tuba

4th B Trumpet

**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. We hope this will not present any difficulty for you in distributing the parts. Thank you for your understanding.



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### NOTES TO THE CONDUCTOR

The essence of playing a pretty ballad like this is keeping the tempo relaxed but not letting it slow down. "Round Midnight" is the perfect vehicle to teach the ballad style. The chord progression is very active in this chart, which will assist the rhythm section with providing a forward motion, plus the active nature of the melodic line will help keep the wind players from getting bogged down with too many whole notes.

The melody frequently shifts from section to section; therefore, direct the students to maintain a similar phrasing concept section from section to section, and stress the idea to continue the flow of the melodic line. For example, in measure 5 the saxes begin the melody and the trumpets follow up with the second half of the phrase--continue to keep it smooth. Also point out the need for uniform releases and breath marks. Don't underestimate the significance of releases especially in a ballad--it will make the group sound polished! If you are fortunate to have strings, remind the string players to listen carefully and copy how the winds phrase, attack, and release. The strings may have some challenges when learning to phrase like the winds, but it is necessary for them to learn the jazz ballad style.

Notice that the parts are sometimes marked "even 8ths" and sometimes "swing." In a ballad such as this one, the difference is slight—but important. The even 8ths marking is self-explanatory; however, the swing marking indicates a **slight** swing feel on the 16ths—don't overdo the swing feel. This swing feel will give the 16ths a little more energy. Pay careful attention to the sections such as measure 20 where the background instruments are marked "even" while the melody is playing a whole note—this will provide a nice contrast and also educate the students about the difference between the two concepts.

Keep the eighth-note articulation connected and smooth in measure 14--always maximize the legato tongue for the winds and minimize the use of the "ta" attack. Instead suggest a "da" or "doo" attack, which is preferred in the jazz style because it has a smoother sound.

The saxophone solo can be played as written or slightly embellished. The chord changes are provided for the more experienced player.

For the rhythm section: The piano part is written out, but the chord changes are provided for the more experienced player. The bass part is also to be played as written. The guitar player will need to listen and be very sensitive to volume. I suggest that the guitarist play either a simple quarter-note comp with a transparent three-note chord or, when the chord is sustained, try an arpeggiated chord--but watch the volume. The drummer may play sticks on the ride cymbal as indicated. The brush markings indicates to play a circular motion with the left-hand brush and a light brush tap with the right-hand brush. Always strive to lock in the tempo, especially with the bass player. Concentrate!

Please enjoy.

#### CONDUCTOR JEM04030C

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