

Jazz Ensemble Score Study/Preparation Guide

General Info

Title: _____
Composer/Arranger: _____
Publisher: _____ Grade/Level (I through 6) _____
Recorded by: _____ Date: _____
Name of CD/Record: _____
Record label & Number: _____
Significant soloists/players on recording:

Score Basics

Score is: _____ Full Score _____ Condensed Score
Instrumentation (e.g. 5/4/4/4): _____

Give highest notes for: Trumpet 1 _____ Trombone 1 _____
Give lowest note for bass or lowest Trombone: _____

Doubles required for all instruments: _____

Mutes: Provide chair and type of mute required:

Tempo, Character/Style markings (eg. qtr note = 70 Ballad):

Roadmap (D.C. or D.S. al Coda; unusual/optional repeats, etc. Include measure numbers):

Changes of tempo/feel, include m. numbers:

Changes of meter (time sig.); specify & include m. numbers:

Fermatas, holds or railroad-tracks which require conducting: Specify, include m. numbers:

Give beginning/ending m. numbers for the following:
Intro: _____ Interlude(s): _____
Open/vamp sections: _____
Entrances marked "on cue": _____

Form

What is the formal structure? (check all that apply)
_____ Strophic (repeated choruses)
_____ 32-bar AABA _____ 32-bar ABAC _____ 12-bar blues
_____ Through-composed _____ Other (describe):

Harmony

The harmonic language of this chart is (check all that apply):
_____ Standard chord progressions (ii - Vs, etc.)
_____ Modal _____ Dissonant _____ Progressive

Remarks: _____

Is the chart based on the chord changes of an already existing tune? If so, give title and composer if possible:

Dynamics

What is the dynamic range of the chart? Provide lowest and highest dynamic; include m. numbers:

Thematic Content

Indicate instruments which play the primary melodies (head). Provide m. numbers. If it is a solo feature, specify:

Indicate instruments which play counter melodies, if any. Provide m. numbers.

Soli material (identify by instruments; locate by m. numbers):

Texture

Identify and locate the passage of the chart with the thinnest texture. Specify by instrument(s) and m. numbers.

Tutti sections: Is there a shout chorus? Are there passages in which all sections of the band are playing but doing different things? Describe briefly; provide m. numbers:

Balance/blend: Identify and locate by m. number a spot where balance and/or blend would be of concern to the conductor (e.g. flute solo; harmon mutes, piano solo, etc.):

Solos

Specify solos by instrument (excluding drums); indicate any of them that begin with a "break". Provide m. numbers.

Are specific soloists designated in the score or to be cued (chosen) by the conductor, or both?

Rate the difficulty of all solo changes (check one):

- Easy (triads, 7th/9th chords)
- Moderate (7th, 9th, 11th; some altered chords)
- Advanced (many extensions, "slash" chords, etc.)

Remarks:

How are the backgrounds organized for the solo sections? Identify by instrument, provide m. numbers.

Backgrounds are: on cue written both

Describe the texture of the backgrounds (e.g. additive via repeats; thin-textured; rhythmically busy; tutti background, etc.). If there are multiple solo sections, choose one and describe:

Identify and locate by m. number all drum solos. Specify length of each:

Identify and locate by m. number all important drum set-ups, kicks, and fills:

Other Considerations

Identify and locate by m. number the most technically difficult spot in the chart for the following instruments. Describe each "spot" in a few words:

- Alto 1: _____
- Trumpet 1: _____
- Trombone 1: _____
- Guitar: _____
- Piano: _____
- Bass: _____
- Drums: _____
- Other: _____

The following brass effects are present (check all that apply). List instrument and m. numbers:

- do it _____
- flip _____
- shake _____

Where is the musically climactic event of the chart? Identify and locate by m. number; describe briefly:

What is the most difficult thing about this chart from the conductor's standpoint? Examples could include mixed meter, hemiola, poly-rhythms, dense counterpoint, over-all "concept" of the music, etc. Describe briefly:

In terms of programming, this chart would work best as (check all that apply):

- an "opener" a "closer" an "in-between"

How did you acquire this chart? (e.g. school library, purchase, student, borrowed, etc.)

Have you ever heard a live performance of this chart? If so, identify the ensemble and the concert or event:

Provide the titles of three other charts known to you by the writer of this one:

Use this remaining space for any additional information or concluding observations you may have about this chart.
