

Words and Music by VAN MORRISON Arranged by VICTOR LÓPEZ

INSTRUMENTATION

Conductor 1st E♭ Alto Saxophone 2nd El Alto Saxophone 1st By Tenor Saxophone 2nd By Tenor Saxophone El Baritone Saxophone (Optional) 1st B♭ Trumpet 2nd B♭ Trumpet

3rd B♭ Trumpet 4th Bb Trumpet (Optional) 1st 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 1st Trombone) 1st Baritone Horn T.C./Bb Tenor Saxophone (Doubles 1st Trombone) 2nd Baritone Horn T.C./Bb Tenor Saxophone (Doubles 2nd Trombone)



NOTES TO THE CONDUCTOR

This great tune by Van Morrison will likely become a popular performance choice for your band. During the intro, the rhythm section should establish and lock in the groove with a relaxed yet forward-moving swing feel. (Forward-moving means with drive as opposed to laid-back.) The energy will come from the bass and drum; they must lock in and feel the swing quarter notes together. I suggest positioning the bass and drums so they can easily hear and see each other. This aural and visual communication will help the bass player when the drummer plays the ride cymbal and vice versa. I suggest that the drummer consider a cross-stick on beat 4 to help solidify the time. Also, be sure to mention that although the rhythm section may have the same groove throughout the chart, it is critical to keep the pattern uniform because it will help build intensity. The release or contrast is at measure 29 with the eighth-note patterns.

At measure 13, the saxes restate the melody with the trumpets; be sure the phrasing and articulation is uniform. The trombones and baritone sax have a very important rhythmic pattern too. Direct them to play this pattern together, detached, and to make the second note pop on the "and" of beat 2. The pop will occur if the students are playing together with a relaxed feel. I suggest having the band listen to the demo CD, because the pop is a jazz concept that is virtually impossible to notate. It is achieved through listening to a model and then copying the feel. Also, the eighth note on the "and" of beat 2 will lock into the triplets in measure 19 if the triplets are relaxed but not late.

The tenor and baritone saxes have an eighth-note pattern at measure 29 that may take some planning to phrase comfortably; breathe on beat 3 in measure 32. Bring out the trombone melody in measure 37.

The solo section at measure 61 can be played in a variety of ways. Here are a few suggestions: (1) all the winds in unison with the rhythm section, (2) one or more soloists with the rhythm section, or (3) all the winds in unison without the rhythm section. The solo can be played ad lib or as written. Soloists should first learn the melody, then play the written solo to see the similarities and differences, and then try to embellish the written solo to begin to improvise. Teach the notes in the two chords to all the potential soloists. This solo improvisation section may be repeated if desired.

Please enjoy.

—Victor López







Victor López is a highly acclaimed educator, composer, arranger, and adjudicator. He holds music degrees from the University of Florida and Florida International University, with an Ed.D. in Educational Administration and Supervision. He has served as director of bands at the middle and senior high school levels and as an administrator in the Miami-Dade County Public Schools. He has recorded and performed with various artists and has appeared in numerous music videos. He has over 450 compositions/arrangements published as an exclusive composer, arranger and clinician for Alfred Music.



























