

## TRADITIONAL Arranged by MIKE COLLINS-DOWDEN

INSTRUMENTATION

### Conductor 1st E♭ Alto Saxophone 2nd E♭ Alto Saxophone 1st B♭ Tenor Saxophone 2nd B♭ Tenor Saxophone (Optional) E♭ Bantone Saxophone (Optional) 1st B♭ Trumpet 2nd B♭ Trumpet 3rd B♭ Trumpet (Optional)

1st Trombone 2nd Trombone (Optional) 3rd Trombone (Optional) Guitar Chords Guitar (Optional) Piano Bass Drums

#### **Optional/Alternate Parts**

C Flute BJ Clarinet Vibraphone Tuba (Doubles Bass) Horn in F (Doubles 1st Trombone) Baritone Horn T.C./BJ Tenor Saxophone (Doubles 1st Trombone)

# FIRST PRAR PRAR CHARTS FOR JAZZ ENSEMBLE



## NOTES TO THE CONDUCTOR

The Wayfaring Stranger is an American spiritual, dating from the early 1800s. The original lyrics tell of a traveller living a hard life while heading towards a land of "no sickness, toil, nor danger." I recommend playing recordings by Johnny Cash or Emmylou Harris for your students to give them a sense of how the song is typically interpreted.

For this arrangement, I decided to set the tune to a "one-drop" style, swing-reggae groove. Reggae music originated in Jamaica in the late 1960s as a more relaxed version of the already popular ska music. Students should strive to emulate this laid-back style in their swing eighth notes, and they can listen closely to the rhythm section to avoid rushing.

The "one-drop" drumbeat is characterized by a heavy accent on beat 3 in the bass drum and snare cross-stick. More advanced drummers can try adding some hi-hat triplets or light fills on the toms to create more variety. Bass and piano left hand should emphasize the "one-drop" by leaning heavily on beat 3 accents, as in m. 2. Typical of reggae music, guitar and piano right hand play the backbeats. The guitarist can achieve a more percussive sound on the *staccato* eighth notes by guickly lifting the left-hand fingers to mute the strings.

Wind players should pay close attention to all articulations, especially a pair of eighth notes before a rest, which are always marked *legato*, *staccato*. Have the students practice saying "Doo-Dit," to master this articulation. When playing the melody, students should play two-bar phrases, sustaining or even making a *crescendo* through long notes all the way to the rest.

Dynamics will also be important for an effective performance. Trumpets and drums should take the lead in creating a *crescendo* into the bridge section at m. 25. Make sure the backgrounds at m. 49 don't overpower the soloist, and bring the dynamic way down at m. 77 for a dramatic ending.

Solos at m. 41 can be opened up for more students. The written solo is only an example, and students should feel free to incorporate their own ideas. Students unfamiliar with reading chord charges can improvise using the concert-D minor blues scale (D, F, G, Ab, A, and C). The melody is also based on the bluer scale, so playing variations on the melody can be an effective improvising technique.

Good luck and have fun with my arrangement of The Wayfaring Stranger!

-Mike Collins-Dowden



## Mike Collins-Dowden

Mike Collins-Dowden received his B.M. in music education and performance from the Eastman School of Music, and M.M. in music education from Temple University. Mike currently teaches elementary band and middle school jazz band in Glenview, IL. As a music educator, he also teaches jazz at the Birch Creek Music Performance Center in Egg Harbor, WI, and works as a festival clinician throughout the Midwest. As a musician, he performs freelance in the Chicago area on bass trombone and guitar. He specializes in writing music for young bands and enjoys writing music for his own students to perform.



















