

# JAZZ FOR YOUNG PEOPLE SERIES



## TWINKLE, TWINKLE LITTLE STAR

TRADITIONAL  
Arranged by RICH DeROSA

### INSTRUMENTATION

Conductor  
1st E♭ Alto Saxophone  
2nd E♭ Alto Saxophone  
1st B♭ Tenor Saxophone  
2nd B♭ Tenor Saxophone  
E♭ Baritone Saxophone  
1st B♭ Trumpet  
2nd B♭ Trumpet  
3rd B♭ Trumpet  
4th B♭ Trumpet

1st Trombone  
2nd Trombone  
3rd Trombone  
4th Trombone  
Guitar Chords  
Guitar  
Piano  
Bass  
Drums

### Optional Alternate Parts

C Flute  
Tuba  
Horn in F (Doubles 1st Trombone)  
1st Baritone Treble Clef (Doubles 1st Trombone)  
2nd Baritone Treble Clef (Doubles 2nd Trombone)



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## PROGRAM NOTES

- “Twinkle, Twinkle Little Star” is a lullaby whose most popular association is among the collection of nursery rhymes known as *Mother Goose Songs*.
- The words to “Twinkle, Twinkle Little Star” were written in London in 1806 by Jane Taylor as “The Star” in her book *Rhymes for the Nursery*. They were probably first set to this tune in *The Singing Master: First Class Tune-Book* in 1838.
- The alphabet was first set to this tune in 1834, but the tune itself is older and the author remains unknown. Also known as “Baa Baa Black Sheep” and “Twinkle, Twinkle Little Star” in the United States and “Ist das nicht ein Schnitzelbank?” in Germany, the melody was furthermore used for an early country song in France.
- According to *The Book of World Famous Music* by James J. Fund, it first appeared without words as “Ah! Vous Dirai-Je, Maman” (“Shall I tell you, Mother?”) in *Les Amusements d'une Heure et Demy* by M. Bouin in Paris in 1761. The earliest known lyrics to be attached to this melody appeared around 1765 as “Le Faux Pas,” as “La Confidence-Naïve” in 1774, and then in Paris around 1780 as “Les Amours de Silvandre.”
- Mozart composed variations on this theme for piano, probably as practice keyboard exercises for his students. *The Compleat Mozart* edited by Neal Zaslaw listed the “Twelve variations on Ah vous dirai-je, Maman” as number K265, written probably in Vienna in 1781 or 1782, which would put Mozart at around 26 years old.
- Many other famous composers have been inspired by or written variations on this theme. The second movement to Joseph Haydn’s “Surprise” Symphony (#94, written in 1791) is a series of variations of this tune, and Beethoven improvised on it in his second public concert in Prague in 1798.

## NOTES TO THE CONDUCTOR

“Twinkle, Twinkle Little Star” is arranged in the jazz style most closely associated with the classic Neal Hefti composition, “Li’l Darlin’.” Its relative technical simplicity enables the student to focus on the important rhythmic aspect of creating a swing feel. There are subtle benefits to teaching this particular melody. For example, the students’ familiarity with it in its traditional presentation has already provided an internal sense of downbeats. Now the students can begin to appreciate and focus on the application of upbeats regarding the melody’s rhythmic variation in this arrangement. An added benefit is that the lyrics to this melody can also help the students become more precise regarding note placement within each beat. When teaching this concept I have found the following device to be quite helpful: Have the students say, within each beat, the syllables “doo-dle-dah.” These syllables create a round and legato eighth-note triplet feeling within the beat. There is also a natural accent that falls on the third syllable and helps to underscore the feeling of the upbeat. In general, it is important to relax and let the internalized words control the tempo and phrasing. Staccato markings should not be played too short or clipped, but we should feel the “back end” of the note as the tongue breaks the airstream; think of the syllable “daht.”

This arrangement features primarily the pianist as soloist. The intro and ending, as well as some commentary ideas within the ensemble sections, should be played as written. There is also a written “improvisation.” The guitarist should strum each of the chords with a light percussive touch that provides momentum, but the volume should always be low. The sound of the guitar should be acoustic and any EQ settings should be warm and dark. The volume and timbre of the bass should be in accordance with the guitar and both instruments should blend within the sound of the horn ensemble. If the drummer cannot master the brush technique on the snare drum, have him or her simply play on the ride cymbal with the brushes.

In general, it is important that the ensemble convey expression and vitality within the soft sound. A proper flow of air will insure good tone, and defined articulation of entrances will insure clarity of performance.

—Richard DeRosa

# JAZZ FOR YOUNG PEOPLE™ SERIES

These charts are based on repertoire from the Jazz for Young People Curriculum, a multimedia jazz appreciation curriculum.

## Jazz for Young People™ Curriculum

Let Wynton Marsalis welcome your students into the infectious energy of swing. As the voice behind the Jazz for Young People Curriculum, he brings the music to life through vibrant audio examples, lively activities, and narration filled with warmth and humor. Intended primarily for 4th–9th graders, this multimedia kit is designed for both musicians and non-musicians and provides flexible lessons that can be taught in one semester-long unit or in shorter, individual units. Open the box. Open your students to the joy of jazz.

### Each curriculum kit includes:

- A **10-CD set** (including one CD-ROM) of newly recorded music performed by the LCJO and special guests.
- An in-depth **Teaching Guide** that leads educators step-by-step through each lesson: explaining jazz styles, musical concepts, historical information, and key jazz figures; suggesting participatory activities and cross-curricular links; providing additional resources and integrating the National Standards for Music Education.
- A set of 30 **Student Guides** includes focused listening charts, fun activities, historical summaries, biographies, and photographs that reinforce musical concepts.
- A **video** that enlivens the classroom experience by taking students behind the scenes at the curriculum recording session.

## Jazz for Young People Curriculum Online [www.jazzforyoungpeople.org](http://www.jazzforyoungpeople.org)

This educational website supplements the Jazz for Young People Curriculum with original audio and video clips, classic photographs, engaging biographies, and dynamic activities that enliven jazz for students of all ages. A great resource for any teacher, each online lesson features a Tips for Teachers section that offers an array of classroom activities and access to a forum that allows teachers to exchange their own lesson plans. Students, teachers, and jazz fans alike can enter the site at [www.jazzforyoungpeople.org](http://www.jazzforyoungpeople.org).

**Jazz at Lincoln Center** is a not-for-profit arts organization dedicated to jazz. With the world-renowned Lincoln Center Jazz Orchestra, the Afro-Latin Jazz Orchestra, and a comprehensive array of guest artists, Jazz at Lincoln Center advances a unique vision for the continued development of the art of jazz by producing a year-round schedule of performance, education, and broadcast events for audiences of all ages. These productions include concerts, national and international tours, residencies, weekly national radio and television programs, recordings, publications, an annual high school jazz band competition and festival, a band director academy, a jazz appreciation curriculum for children, advanced training through the Juilliard Institute for Jazz Studies, music publishing, children's concerts, lectures, adult education courses, film programs, and student and educator workshops. Under the leadership of Artistic Director Wynton Marsalis, President & CEO Derek E. Gordon, Executive Director Katherine E. Brown, Chairman of the Board Lisa Schiff and Jazz at Lincoln Center Board and staff, Jazz at Lincoln Center will produce hundreds of events during its 2004-05 season. This is the inaugural season in Jazz at Lincoln Center's new home—Frederick P. Rose Hall—the first-ever performance, education, and broadcast facility devoted to jazz.

For more information, visit [www.jalc.org](http://www.jalc.org).

**CONDUCTOR**  
JEM05029C

# TWINKLE, TWINKLE, LITTLE STAR

Traditional  
Arranged by RICH DEROSA

EASY SWING  $\text{♩} = 90$

The musical score consists of ten staves of music for various instruments. From top to bottom, the instruments are: C FLUTE (OPTIONAL), 1ST Eb ALTO SAXOPHONE, 2ND Eb ALTO SAXOPHONE, 1ST Bb TENOR SAXOPHONE, 2ND Bb TENOR SAXOPHONE, Eb BARITONE SAXOPHONE, 1ST Bb TRUMPET, 2ND Bb TRUMPET, 3rd Bb TRUMPET, 4TH Bb TRUMPET, 1ST TROMBONE, 2ND TROMBONE, 3rd TROMBONE, 4TH TROMBONE, GUITAR, PIANO, and BASS. The DRUMS staff includes a 'SOLO' section and a 'TO BRUSHES' instruction. The score is set in common time, with a key signature of one flat. Measures 1 through 4 show mostly rests or simple patterns. Measure 5 begins with a more complex harmonic progression: E $\flat$ G, F $\sharp$ M7, G $\flat$ M7, C $\flat$ D $\flat$ ( $\natural$ )G, F $\sharp$ M7, G $\flat$ M7. Measure 6 features a sustained note from the bass. Measure 7 concludes the piece.

CONDUCTOR

- 8 -

TWINKLE, TWINKLE, LITTLE STAR

Musical score for "Twinkle, Twinkle, Little Star" featuring multiple staves for various instruments. The score includes parts for Flute (FL.), Alto 1, Alto 2, Tenor 1, Tenor 2, Bassoon (BARI.), Trombone 1 (TPT. 1), Trombone 2 (TPT. 2), Trombone 3 (TPT. 3), Trombone 4 (TPT. 4), Bass Trombone 1 (TBN. 1), Bass Trombone 2 (TBN. 2), Bass Trombone 3 (TBN. 3), Bass Trombone 4 (TBN. 4), Guitar (GTR.), Piano (PNO.), Bass (BASS), and Drums. The score is in common time, key signature of A minor (two flats). The vocal part starts at measure 13. The piano part begins at measure 8. Measure 13 contains lyrics: "TWINKLE, TWINKLE, LITTLE STAR". Measures 14 and 15 contain the ending: "HOW I WISH YOU WOULD SHINE IN THE DARK". The score is annotated with various chords and measures numbers (8, 9, 10, 11, 12, 13, 14, 15) along the bottom.

FL.  
ALTO 1  
ALTO 2  
TENOR 1  
TENOR 2  
BARI.  
TPT. 1  
TPT. 2  
TPT. 3  
TPT. 4  
TBN. 1  
TBN. 2  
TBN. 3  
TBN. 4  
GTR.  
PNO.  
BASS  
DRUMS

Abm7 D9(!!) Em Ab13 Gm7 C7(!!) Fm7 G7(!!) Cm9 B9(!!) B9sus B17(!!) Eb6 D9(!!)

8 9 10 11 12 13 14 15

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CONDUCTOR

- 3 -

TWINKLE, TWINKLE, LITTLE STAR

The score consists of ten staves of music. The top six staves are for the orchestra: Conductor, Flute (FL.), Alto 1, Alto 2, Tenor 1, Tenor 2, Bassoon (BARI.), Trombones 1-4 (TPT. 1-4), Trombones 5-8 (TBN. 1-4), and Piano (PNO.). The bottom four staves are for the piano: Bass (BASS) and Drums (DRUMS). The piano part includes a bass line and drums. The score features a prominent red diagonal watermark reading "Previews Only".

Measure numbers 16, 17, 18, 19, 20, 21, 22, and 23 are indicated at the bottom of the page. Chord symbols are provided above the piano staff: Am7(65), Ab13, Gm17, C7(65), Fm17, Gb13, Gm17, C7(65), Fm17, Bb7(65), D9sus, D9(64), D9, Eb6, Em17, Gm17, and C7(65).

CONDUCTOR

- 4 -

TWINKLE, TWINKLE, LITTLE STAR

FL.

ALTO 1

ALTO 2

TENOR 1

TENOR 2

BARI.

TPT. 1

TPT. 2

TPT. 3

TPT. 4

TBN. 1

TBN. 2

TBN. 3

TBN. 4

GTR.

PNO.

BASS

Drums

FM7      GM7      AbM7      D13(F#)      E16      A13      GM7      C7(B7)      FM7      B19      B17(B9)

24      25      26      27      28      29

## CONDUCTOR

- 5 -

# TWINKLE, TWINKLE, LITTLE STAR

Fl.

ALTO 1

ALTO 2

TENOR 1

TENOR 2

BARI.

TPT. 1

TPT. 2

TPT. 3

TPT. 4

TBN. 1

TBN. 2

TBN. 3

TBN. 4

GTR.

PNO.

BASS

Drums

30

31

32

33

34

35

36

37

CONDUCTOR

- 6 -

TWINKLE, TWINKLE, LITTLE STAR

FL.

ALTO 1

ALTO 2

TENOR 1

TENOR 2

BASS.

TPT. 1

TPT. 2

TPT. 3

TPT. 4

TBN. 1

TBN. 2

TBN. 3

TBN. 4

GTR.

PNO.

BASS

DRUMS

38 39 40 41 42 43 44 45

CONDUCTOR

-7-

TWINKLE, TWINKLE, LITTLE STAR

Musical score for "Twinkle, Twinkle, Little Star" featuring multiple staves for various instruments. The score includes parts for CONDUCTOR, FL., ALTO 1, ALTO 2, TENOR 1, TENOR 2, BARI., TPT. 1, TPT. 2, TPT. 3, TPT. 4, TBN. 1, TBN. 2, TBN. 3, TBN. 4, GTR., PNO., BASS, and DRUMS. The score is in common time and consists of 12 measures. Measures 46-49 show the vocal entries. Measures 50-52 show the piano accompaniment. Measure 53 shows the bass and drums. The score is annotated with various musical terms and symbols, including dynamics like forte and piano, and performance instructions like "s". A large red diagonal watermark reading "Review Requires Purchase" is overlaid across the page.

46 47 48 49 50 51 52

CONDUCTOR

- 8 -

TWINKLE, TWINKLE, LITTLE STAR

PL.

ALTO 1

ALTO 2

TENOR 1

TENOR 2

BASS.

TPT. 1

TPT. 2

TPT. 3

TPT. 4

TSN. 1

TSN. 2

TSN. 3

TSN. 4

GTR.

PNO.

BASS

DRUMS

55

RIT.

RIT.

RIT.

RIT.

CUP MUTE

CUP MUTE

CUP MUTE

CUP MUTE

RIT.

RIT.

RIT.

RIT.

Eh7(5) A7(9) Dm7 G9

TEAL.

EVEN EIGHTHS

TO BRUSHES

PED.

56

57

58

59

60

New for June 2005 is the Jazz for Young People Series featuring jazz ensemble arrangements by today's leading jazz arrangers. Designed for the easy-to-medium levels, these charts are based on the repertoire from the Jazz at Lincoln Center's Jazz for Young People Curriculum. These arrangements correlate to Warner Bros. Publications Young Jazz Ensemble Series and Jazz Band Series.

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Arranged by Dave Rivello  
(JEM05028)

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**Second Line — III**

Traditional New Orleans  
Arranged by Victor Goines  
(JEM05040)

**Twinkle, Twinkle**

**Little Star — II**  
Traditional  
Arranged by Rich DeRosa  
(JEM05029)

**The Woogie — III**

Composed and Arranged by  
Wyycliffe Gordon  
(JEM05030)

