

Featured in the Disney/Pixar movie *Soul*

It's All Right

Words and Music by Curtis Mayfield

Arranged by Chris M. Bernotas

INSTRUMENTATION

- 1 Conductor
- 8 Flute
- 2 Oboe
- 2 Bassoon
- 4 1st B♭ Clarinet
- 4 2nd B♭ Clarinet
- 2 B♭ Bass Clarinet
- 5 E♭ Alto Saxophone
- 2 B♭ Tenor Saxophone
- 2 E♭ Baritone Saxophone
- 4 1st B♭ Trumpet
- 4 2nd B♭ Trumpet
- 4 F Horn

- 4 Trombone
- 2 Baritone
- 2 Baritone Treble Clef
- 4 Tuba
- 1 Electric Bass
- 2 Mallet Percussion
(Bells, Xylophone)
- 1 Timpani
(Tune: A♭, B♭, E♭)
- 4 Percussion 1
(Snare Drum/Hi-Hat Cymbals/Ride Cymbal,
Bass Drum) (Optional Drumset)
- 2 Percussion 2
(Tambourine, Tom-Toms [2])

WORLD PARTS

 Available for download from
www.alfred.com/supplemental

- Horn in E♭
- Trombone in B♭ Bass Clef
- Trombone in B♭ Treble Clef
- Baritone in B♭ Bass Clef
- Tuba in E♭ Bass Clef
- Tuba in E♭ Treble Clef
- Tuba in B♭ Bass Clef
- Tuba in B♭ Treble Clef

Written by Curtis Mayfield and made famous in the 1960s by The Impressions, this timeless classic has been covered by several major artists and was featured in the Disney/Pixar smash hit movie *Soul*. This adorable melody will put a smile on everyone's face and will provide a great way to help students learn to play in the swing style.

NOTES TO THE CONDUCTOR

It's All Right is a great piece for teaching your students to perform in the swing style. It maintains a light shuffle throughout and has a fantastic groove. Be sure that students do not play the staccato notes too short. Those notes should have just a bit of space between them to help create a light style while keeping the piece from slowing down. It is important to not play eighth notes at the end of a measure too short. For example, in measure 11 everyone ends the measure with an eighth note followed by a rest. Play that last eighth note full value and not clipped off.

Bring out the style of the piece by accurately performing the accented notes. They should be approached with clear articulation, but not with a harsh attack. Exaggerating the dynamics is another key component in conveying the musical style. Encourage students to listen to the many cover versions of this song, and discuss how the interpretation varies with each artist's rendition.

Percussion 1 can be played by one student on the drumset, but feel free to assign parts to multiple students as needed. Percussion 2 is labeled as being performed by two students, but it could be performed by one if needed. In the case of one student performing that part, the student should be aware of a fast instrument change from tambourine to tom-toms in measures 20 and 44.

In the original version, there is a lyric inviting everyone to clap their hands. If you are a daredevil, you can invite your audience to do the same starting around measure 53. They need to clap on 2 and 4—always 2 and 4!

I had a smile on my face the whole time I worked on this arrangement, and I hope you and your students enjoy it as well.



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It's All Right

FULL SCORE
Duration - 2:25

Words and Music by Curtis Mayfield
Arranged by Chris M. Bernotas

Light swing ♩ = 108 (♩ = $\overset{\frown}{\text{♩}} \overset{\frown}{\text{♩}}$)

Flute

Oboe

Bassoon

1
B♭ Clarinets

2

B♭ Bass Clarinet

E♭ Alto Saxophone

B♭ Tenor Saxophone

E♭ Baritone Saxophone

Light swing ♩ = 108 (♩ = $\overset{\frown}{\text{♩}} \overset{\frown}{\text{♩}}$)

1
B♭ Trumpets

2

F Horn

Trombone

Baritone

Tuba
(Optional Electric Bass δ^{ov})

Bells

Percussion 1
(Snare Drum/
Hi-Hat Cymbals/
Ride Cymbal,
Bass Drum)
(Optional Drumset)

Percussion 2
(Tambourine,
Tom-Toms [2])

Timpani

mf

1 2 3 4

Tune: Ab, Bb, Eb

mf



Fl.

Ob.

Bsn.

1
Cls.

2

B. Cl.

A. Sax.

T. Sax.

Bar. Sax.

1
Tpts.

2

Hn.

Tbn.

Bar.

Tuba

Bells

Perc. 1

Perc. 2

Timp.

Fl. *mf*

Ob. *mf*

Bsn. *mf*

1 Cls. *mf*

2 Cls. *mf*

B. Cl. *mf*

A. Sax. *mf*

T. Sax. *mf*

Bar. Sax. *mf*

1 Tpts. *mf*

2 Tpts. *mf*

Hn. *mf*

Tbn. *mf*

Bar. *mf*

Tuba *mf*

Bells *mf*

Perc. 1 *mf* Snare Drum 3 3 3 Ride Cymbal

Perc. 2 *mf*

Timp. *mf*

13

13

9 10 11 12 13 *mf*

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Fl.
Ob.
Bsn.
1 Cls.
2 Cls.
B. Cl.
A. Sax.
T. Sax.
Bar. Sax.
1 Tpts.
2 Tpts.
Hn.
Tbn.
Bar.
Tuba
Bells
Perc. 1
Perc. 2
Timp.

49176S

14 15 16 17 18

21

Fl.

Ob.

Bsn.

mf

1

Cls.

2

B. Cl.

mf

A. Sax.

T. Sax.

mf

Bar. Sax.

mf

21

1

Tpts.

2

Hn.

Tbn.

mf

Bar.

mf

Tuba

mf

Bells

Perc. 1

S.D.

mf

Perc. 2

Tom-Toms

mf

Timp.

Fl.

Ob.

Bsn.

Cls. 1

Cls. 2

B. Cl.

A. Sax.

T. Sax.

Bar. Sax.

Tpts. 1

Tpts. 2

Hn.

Tbn.

Bar.

Tuba

Bells

Perc. 1

Perc. 2

Timp.

29

Fl. *legato*
mp

Ob. *legato*
mp

Bsn. *legato*
mp

1
Cls. *legato*
mp

2
legato
mp

B. Cl. *legato*
mp

A. Sax. *mf*
mp

T. Sax. *legato*
mp

Bar. Sax. *legato*
mp

29

1
Tpts. *mf*

2
mf

Hn. *mf*

Tbn. *mf*

Bar. *mf*

Tuba *mf*

Bells *mp*

Perc. 1
Tamb. *mf*

Perc. 2 *mf*

Timp. *mf*

49176S *mf* 29 30 31 32 33

Fl.

Ob.

Bsn.

1 Cls.

2 Cls.

B. Cl.

A. Sax.

T. Sax.

Bar. Sax.

1 Tpts.

2 Tpts.

Hn.

Tbn.

Bar.

Tuba

Bells

Perc. 1

Perc. 2

Timp.

45

Fl. *mf* *f*

Ob. *mf* *f*

Bsn. *mf*

1 Cls. *mf* *f*

2 Cls. *mf* *f*

B. Cl. *mf*

A. Sax. *mf*

T. Sax. *mf*

Bar. Sax. *mf*

1 Tpts. *mf*

2 Tpts. *mf*

Hn. *mf*

Tbn. *mf*

Bar. *mf*

Tuba *mf*

Bells *f*

Perc. 1 *mf*

Perc. 2 T.T. *mf*

Timp.

Fl.
Ob.
Bsn.
1
Cls.
2
B. Cl.
A. Sax.
T. Sax.
Bar. Sax.
1
Tpts.
2
Hn.
Tbn.
Bar.
Tuba
Bells
Perc. 1
Perc. 2
Timp.

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Fl.
Ob.
Bsn.
1
Cls.
2
B. Cl.
A. Sax.
T. Sax.
Bar. Sax.
1
Tpts.
2
Hn.
Tbn.
Bar.
Tuba
Bells
Perc. 1
Perc. 2
Timp.

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Broadly ♩ = 80

Fl.
Ob.
Bsn.
1
Cls.
2
B. Cl.
A. Sax.
T. Sax.
Bar. Sax.
1
Tpts.
2
Hn.
Tbn.
Bar.
Tuba
Bells
Perc. 1
Perc. 2
Timp.

Broadly ♩ = 80

49176S